

Utah

Prevention Needs Assessment Student Survey

A part of the
Student Health And Risk Prevention
(SHARP) Survey Project



State Report 2003

Sponsored by:

Utah State Office of Education
Utah Department of Health
Utah Department of Human Services,
Division of Substance Abuse
and Mental Health

Conducted by:

Bach Harrison L.L.C.

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Table of Contents

Acknowledgements	vi
Executive Summary.....	vii
Introduction	1
Section 1: Survey Methods	3
Survey Questionnaire.....	3
Administration	4
Completion Rate and Ability to Generalize the Results	6
Survey Participants	6
Participation by DSAMH Planning Districts.....	6
Weighting the SHARP Sample	8
Validity of the Data	8
Section 2: Risk and Protective Factors for Substance Abuse and Other Youth Problem Behaviors.....	12
History and Importance of Risk and Protective Factors	12
How to Read the Risk and Protective Factors in This Section	13
Community Risk and Protective Factors	14
Community Risk and Protective Factor Scales.....	16
Family Risk and Protective Factors	18
Family Risk and Protective Factor Scales	20
School Risk and Protective Factors	22
School Risk and Protective Factor Scales.....	23
Individual and Peer Risk and Protective Factors	24
Individual and Peer Risk and Protective Factor Scales	28

Section 3: Survey Results	30
Age of Initiation	30
Lifetime ATOD Use, By Grade.....	32
30-Day ATOD Use, By Grade	34
Lifetime Use by Gender.....	36
30-Day Use by Gender	38
Intention to Use ATODs.....	40
Multiple Drug Use	42
Perceived Harmfulness and Availability of Drugs.....	44
Heavy Substance Use and Other Antisocial Behaviors by Grade and Gender	46
Handguns and Violence	48
 Section 4: Factors Related to Substance Use.....	 50
School Achievement and Substance Use	50
Parent's Education and Youth Substance Use.....	52
Marijuana Use in Relation to Perceived Parental Acceptability.....	54
Marijuana Use in Relation to Perceived Peer Acceptability.....	56
Depressive Symptoms and Substance Use	58
Probationers and Substance Use	60
 Appendices	 63
A. Utah Prevention Needs Assessment 2003 Student Survey	63
B. PNA Survey Administration Materials -- Superintendent Letter, Parental Consent Form Survey Administration Instructions, and Teacher Script	71
C. Risk and Protective Factors and Their Associated Survey Scales.....	76
D. Utah PNA Survey Results, Frequency and Percentage for Each Response Category for Middle School, High School, and Total Samples	80
E. Item Dictionary for the 2003 Utah PNA Student Survey	107
F. Description of Profile Reports, High School Sample Profile Report, and Selected Charts for Utah Middle School Sample and Males Compared to Females	126

Table of Figures and Tables

Executive Summary

Figure 1:	ATOD Use and Antisocial Behavior	xi
Figure 2:	Utah Risk Factor Profile Chart.....	xii
Figure 3:	Utah Protective Factor Profile Chart.....	xiii
Table 1:	Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade.....	xv
Table 2:	Percentage of Utah Respondents Who Use ATODs During the Past 30 Days by Grade.....	xv

Section 1: Survey Methods

Table 3:	Total Number and Percentage of Survey Respondents by Health District.....	7
Table 4:	Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics	10
Figure 4:	Gender: Students Taking the 2003 Utah SHARP Prevention Needs Assessment Survey	11
Figure 5:	Ethnic: Students Taking the 2003 Utah SHARP Prevention Needs Assessment Survey	11
Figure 6:	Family Structure: Students Taking the 2003 Utah SHARP Prevention Needs Assessment Survey	11

Section 2: Risk and Protective Factors and Scales

Table 5:	Youth At Risk: Community.....	14
Table 6:	Community Domain Risk and Protective Factor Scores.....	16
Figure 7:	Risk Factors: Community Domain	17
Figure 8:	Protective Factors: Community Domain	17
Table 7:	Youth At Risk: Family	18
Table 8:	Family Domain Risk and Protective Factor Scores	20
Figure 9:	Risk Factors: Family Domain	21
Figure 10:	Protective Factors: Family Domain	21
Table 9:	Youth At Risk: School.....	22
Table 10:	School Domain Risk and Protective Factor Scores	23
Figure 11:	Risk Factors: School Domain	24
Figure 12:	Protective Factors: School Domain	24
Table 11:	Youth At Risk: Peer/Individual	25
Table 12:	Peer/Individual Domain Risk and Protective Factor Scores.....	28
Figure 13:	Risk Factors: Peer/Individual Domain.....	29
Figure 14:	Protective Factors: Peer/Individual Domain.....	29

Survey Results

Table 13:	Age of Initiation.....	30
Figure 15:	Average Age of First Substance Use.....	31
Figure 16:	Lifetime ATOD use: Utah State Total.....	32
Figure 17:	Lifetime ATOD Use: 10th Grade Utah Compared to National.....	32
Table 14:	Percentage of Utah Respondents Who Use ATODs During Their Lifetime by Grade.....	33
Figure 18:	ATOD Use Increases With Increased Grade Level: 30-Day Use.....	34
Figure 19:	30-Day ATOD Use: 10th Grade Utah Compared to National.....	35
Table 15:	Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade.....	35
Figure 20:	Utah Lifetime ATOD Use by Gender.....	36
Table 16:	Percentage of Male and Females by Grade Who Used ATODs During Their Lifetime.....	37
Figure 21:	Utah 30-Day ATOD Use by Gender.....	38
Table 17:	Percentage of Males and Females By Grade Who Used ATODs During the Past 30 Days.....	39
Table 18:	Percentage of Youth with Intention to Use ATODs.....	40
Figure 22:	Intention to use ATODs.....	41
Table 19:	Percentage Using Multiple Drugs in the Past 30 Days.....	42
Figure 23:	Multiple Drug Use: Tobacco Users Who Also Use Other Drugs.....	43
Figure 24:	Perceived Harmfulness of Using Cigarettes, Marijuana, or Alcohol: Utah Compared to National.....	44

Table 20:	Percentage of Utah (2003) and Monitoring the Future (2002) Respondents Who Perceive That Using the Five Categories of Substances Places People at “Great Risk”..	44
Figure 25:	Perceived Availability of Cigarettes, Alcohol, and Marijuana: Utah Compared to National.....	45
Table 21:	Percentage of Utah (2003) and Monitoring the Future (2002) Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get.....	45
Figure 26:	Utah Heavy Substance Use and Antisocial Behaviors: Male, Female, and State Total.....	46
Table 22:	Percentage of Males and Females Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year.....	47
Figure 27:	Students’ Use of Handguns and Perceptions About Them.....	48
Table 23:	Number and Percentage of Youth Who Responded to Questions About Handguns.....	48
Figure 28:	Student Violent Activity and Perceptions.....	49
Table 24:	Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs.....	49

Section 4: Factors Related to Substance Use

Table 25:	Percentage Using ATODs by Academic Performance.....	50
Figure 29:	Utah ATOD Use and Academic Performance.....	51
Table 26:	Percentage Using ATODs by Father’s Education.....	52
Figure 30:	ATOD Use and Father’s Education.....	53
Table 27:	Percent of Students Who Used Marijuana in Relation to Perceived Parental Acceptability of Marijuana Use.....	54

Figure 31: Marijuana Use in Relation to Perceived Parental Acceptability of Marijuana Use	55
Table 28: Percent of Students Who Used Marijuana in Relation to Perceived Peer Acceptability of Marijuana Use	56
Figure 32: Marijuana Use in Relation to Perceived Peer Acceptability	57
Table 29: Percentage Using ATODs and Level of Depressive Symptoms.....	58
Figure 33: Substance Use and Depressive Symptoms	59
Table 30: Percentage of Probationers Compared to General Population Who Used ATODS During Their Lifetime	61
Table 31: Percentage of Probationers Compared to General Population Who Used ATODS During the Past 30 Days	61
Table 32: Percentage of Probationers Compared to General Population Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year.....	61
Figure 34: Lifetime ATOD Use: Middle School Probationers Compared to General Middle School Population	62
Figure 35: Past Month ATOD Use: Middle School Probationers Compared to General Middle School Population	62
Figure 36: Heavy Substance Use and Antisocial Behavior: Middle School Probationers Compared to General Middle School Population.....	62

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All school or district level survey coordinators need to be thanked for the time they put into helping us organize the survey at the school level. Without their help in working with superintendents, principals, and teachers, the survey could not have been completed and would not have gone as smoothly as it did. Also, because Utah State Law requires active consent for students to participate in school surveys, considerable work was done by school teachers to ensure that the signed permission forms were returned. Without their dedication and extra effort, the survey would not have been possible.

We would like to thank the staff of the Bach Harrison: Mary VanLeeuwen, Paris Bach-Harrison, and Geniel Peto for their assistance in organizing the project, working with the schools, preparing the questionnaires, scanning the completed questionnaires, entering data for analysis, and preparing the report.

Executive Summary

The Utah Prevention Needs Assessment (PNA) Survey was administered in the spring of 2003 to Utah public school students in grades 6 through 12 as part of the Student Health and Risk Prevention (SHARP) Survey Project. The SHARP Survey Project combined the administration of three questionnaires: the PNA Survey, Youth Tobacco Survey (YTS), and the Youth Risk Behavior Survey (YRBS). The SHARP Survey involved a sample of Utah students from each of the 13 Division of Substance Abuse and Mental Health (DSAMH) Planning Districts.

The SHARP Survey Project was sponsored by the Utah State Office of Education; Utah Department of Health; and the Utah Department of Human Services, Division of Substance Abuse and Mental Health. These three state agencies contracted with Bach Harrison, L.L.C. to conduct the survey.

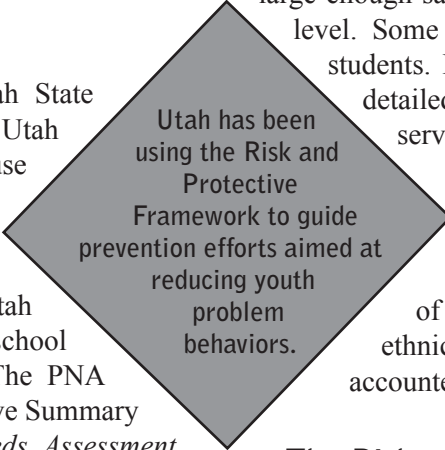
The sample for the survey was chosen to represent Utah students in middle school (grades 6 through 8), high school (grades 9 through 12), and the 13 Planning Districts. The PNA survey was completed by 14,368 students, and this Executive Summary presents highlights from the *2003 Utah Prevention Needs Assessment Survey Report*.

The PNA Survey is designed to measure the need for prevention services among youth in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors, along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco and other drugs (ATODs) and participation in various antisocial behaviors.

Participation by Utah Youth

Thirty-eight (38) of the 40 school districts in Utah participated in the PNA Survey. Student participation was high, with the middle school sample having a completion rate of 71.5% and the high school sample having a completion rate of 67.8%. The 14,368 students who completed the survey represent a large enough sample to plan prevention programs at the Planning District level. Some schools and school districts chose to survey additional students. For those schools and districts, the survey provides more detailed information for planning and evaluating prevention services at the local level.

For the Utah PNA survey, there was nearly an equal number of males and females who took the survey in all grades (female = 52.7% and males = 47.3%). The majority of respondents were White (81.0%), with the next largest ethnic group being Hispanic (8.4%). The other ethnic groups accounted for 10.6% of the respondents.



Utah has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors.

The Risk and Protective Factor Framework

Utah has been using the Risk and Protective Framework to guide prevention efforts aimed at reducing youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington,

Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behaviors. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict.

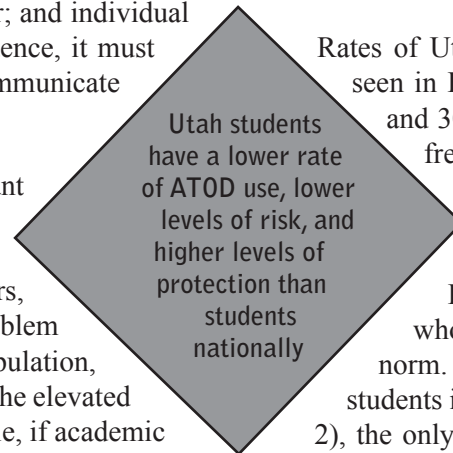
Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. Protective factors identified through research reviewed by Drs. Hawkins and Catalano include bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior.

Research on risk and protective factors has important implications for prevention efforts. The premise of the risk and protective factor model is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem behaviors. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

In order to make the results of the 2003 PNA Survey more usable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. A detailed description of how the profiles were developed is contained in the *2003 Utah Prevention Needs Assessment Survey Report*. Comparisons can be made between youth in a specific planning district, all youth in Utah, and youth

from a more national sample (7-state norm). The states upon which the 7-state norm is based include Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington.

An example of the substance use rates and risk and protective factor profiles contained in the main report can be seen in Figures 1, 2, and 3. The samples are for Utah high school students (grades 9 to 12 combined) who completed the survey. Similar profiles have also been developed for the middle school sample. Middle school and high school sample profile reports were sent to each participating planning district. These profiles allow prevention planners to more precisely plan prevention interventions.



Rates of Utah high school ATOD use and antisocial behavior can be seen in Figure 1. Utah high schoolers have higher rates of lifetime and 30-day alcohol use than for any other substance. The highest frequency antisocial behavior engaged in by Utah high school students was going to school while drunk or high at least once in the past year (12.7%).

Figure 2 shows the percentage of Utah high school students who are at risk for problem behaviors compared to the 7-state norm. Overwhelmingly, Utah high schoolers are less at risk than students in other states. As can be seen in the risk profile chart (Figure 2), the only areas where Utah scales are above the 7-state level are in Transitions and Mobility and Sensation Seeking. All other rates are below the 7-state norm. The scales with the lowest percentage of youth at risk are Intention to Use ATODs and Gang Involvement.

For all protective factor scales, Utah high school students also report a higher level of protection (Figure 3) than students from the 7 states. Utah high school students who took the survey indicated the highest level of protection in Religiosity (over 20% higher) and Community Opportunities for Prosocial Involvement (over 15% higher). The area with the lowest protection (though still above the 7-state norm) is School Rewards for Prosocial Involvement.

Figure 1

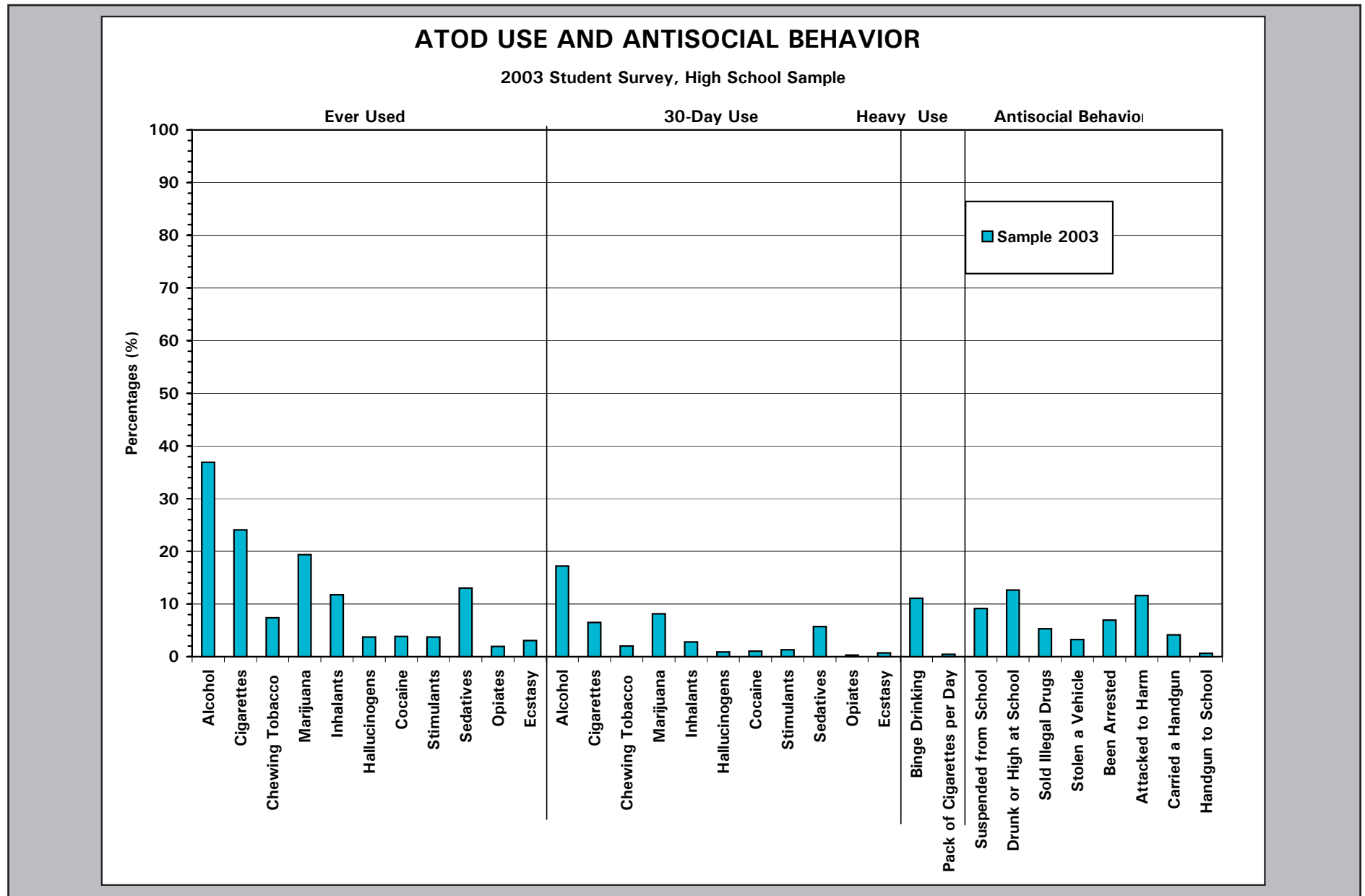


Figure 2

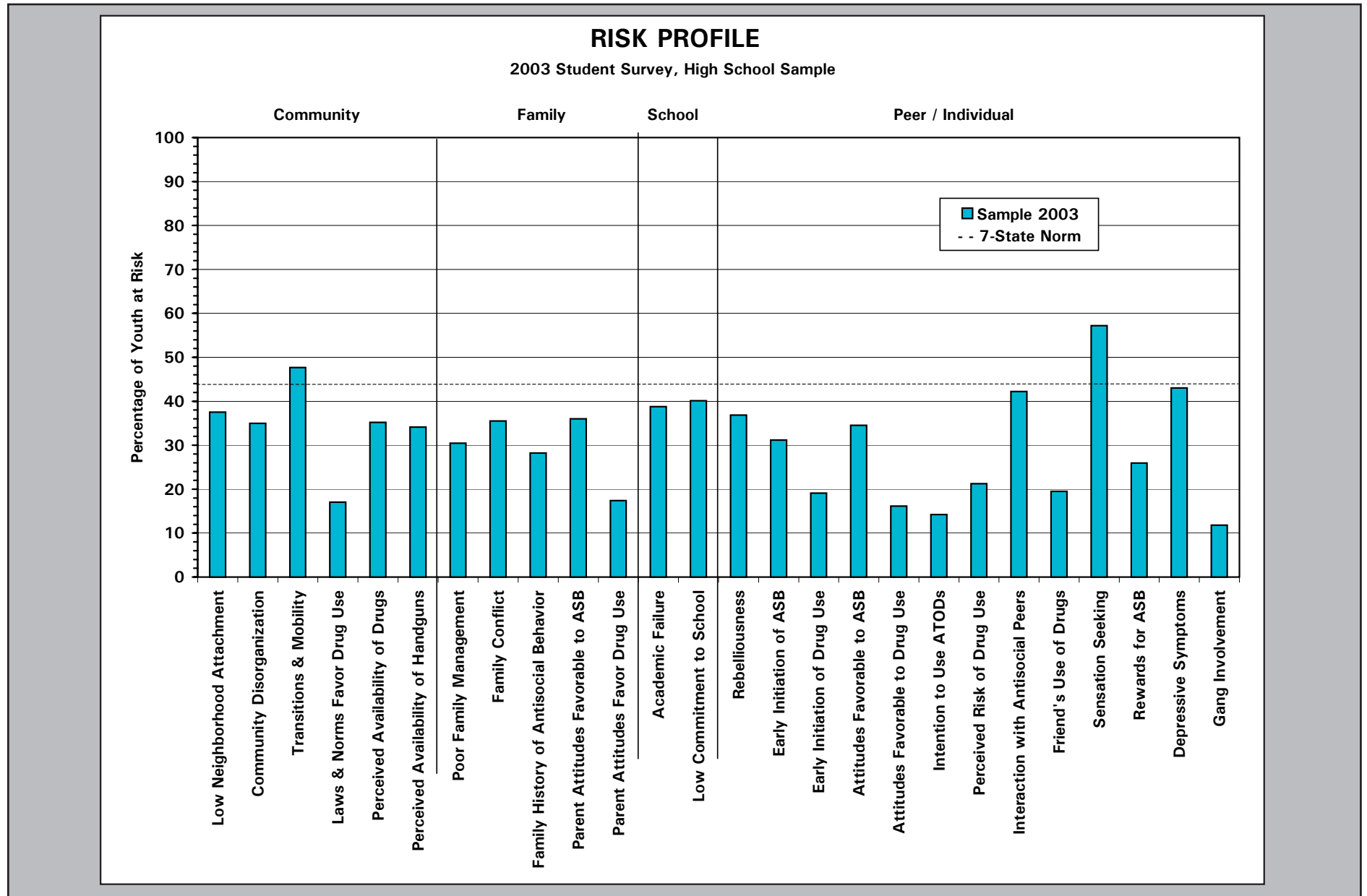
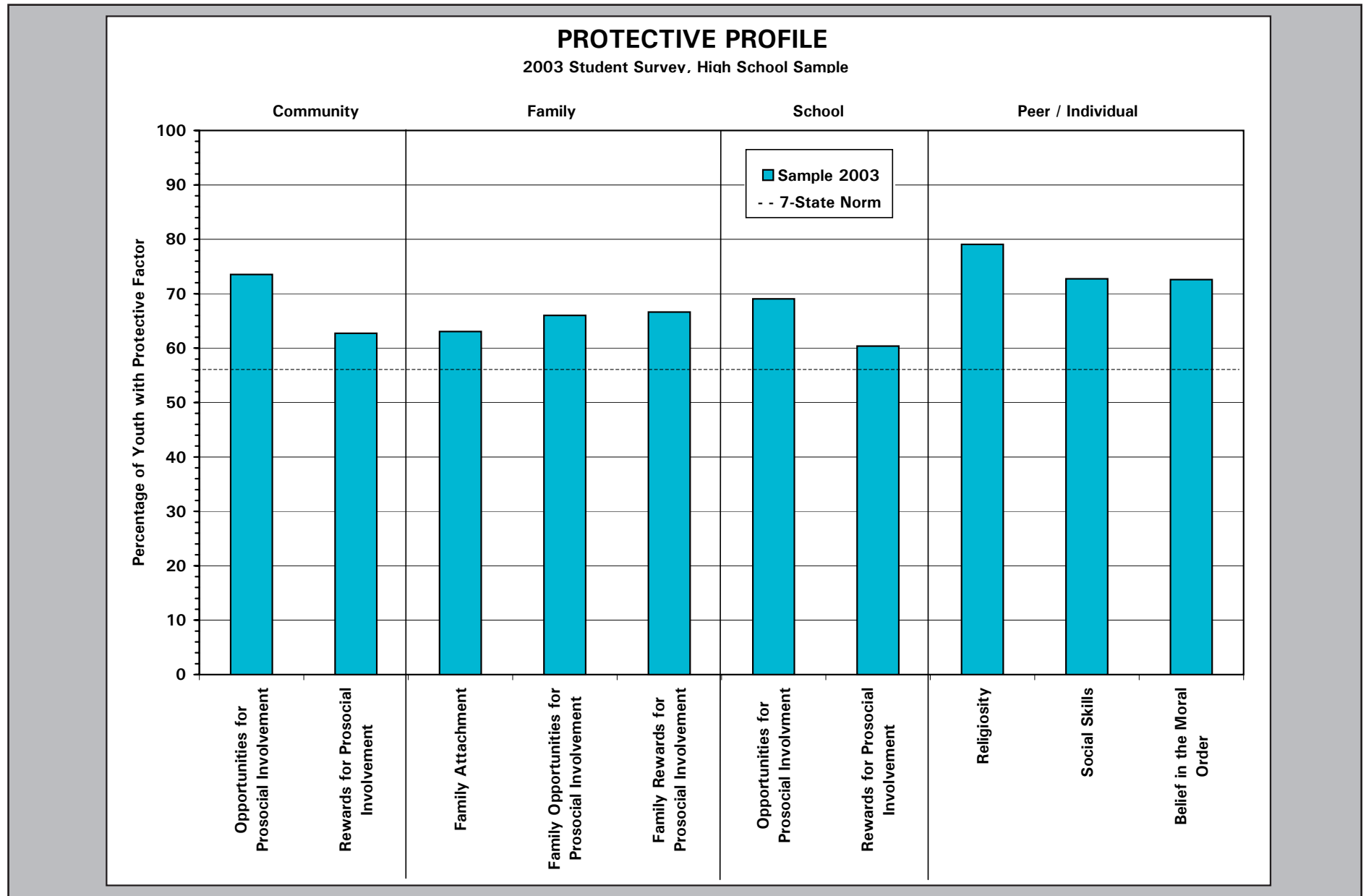


Figure 3



Substance Use Rates

Table 1 shows the percentages of Utah youth in grades 6 through 12 who used the 12 categories of ATODs at some time during their life. Lifetime use is a measure of the percentage of students who tried the particular substance at least once in their life and is used to show the level of experimentation with a particular substance.

The results of the Utah survey are compared to a national survey that is conducted each year by the University of Michigan called Monitoring the Future (MTF). The latest results of the MTF Survey are for 2002. The MTF only surveys students in grades 8, 10, and 12.

A review of Table 1 shows that for almost all substances, Utah students have had less experience with a given drug than other students in the nation. For alcohol, cigarettes, and marijuana, Utah students use at a rate that is approximately one-half that of students nationally. For example, 21.0% of 10th grade students have used cigarettes in their lifetime compared to 47.4% of the national sample. Lifetime use of inhalants by Utah students is very similar to the use rate by the national sample.

Use in the past thirty days is a measure of the percentage of students who used a substance at least once in the 30 days prior to taking the survey, and is a more sensitive indicator of the level of current use of the substance. When looking at the Utah and MTF past 30-day survey results (Table 2), it

is clear that Utah students use most substances at a rate much less than the national sample of students. For example, 21.1% of the 12th grade students in Utah used alcohol in the 30 days prior to the survey, while the MTF reported 48.6% of the national sample used alcohol in the past 30 days. The use rate for tobacco was approximately three times less for Utah students (8.2% compared to 26.7%), and marijuana use was approximately one-half that of the national sample (10.0% compared to 21.5%). Inhalants were the only type of drug that Utah students in all three grades (8, 10, and 12) used more than students in the national sample. Five percent (5.0%) of eighth grade students in Utah used inhalants in the past 30 days compared to 3.8% of students nationally.

Past month and lifetime use rates of most substances are much lower than use rates at the national level.

The largest differences between the state and the national sample for both lifetime and 30-day use are seen in the 8th grade, where Utah use is over two times lower for alcohol, cigarette, smokeless tobacco, marijuana, and heroin use; three times lower for cocaine and ecstasy use; and four times lower for hallucinogen use. For the 10th grade, Utah use was two times lower for cigarette, marijuana, hallucinogen, cocaine, and ecstasy use; and three times lower for smokeless tobacco use. For the 12th grade, Utah use was two times lower for cigarette, hallucinogen, and ecstasy use. Such differences indicate that fewer Utah youth use all substances than youth nationwide.

Table 1

Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade													
Question	Utah Grade 6	Utah Grade 7	Grade 8		Utah Grade 9	Grade 10		Utah Grade 11	Grade 12		Middle School Total	High School Total	Total Sample
			Utah	MTF		Utah	MTF		Utah	MTF			
Alcohol	13.1	14.7	21.9	47.0	27.8	35.0	66.9	40.9	43.7	78.4	16.7	36.9	28.5
Cigarettes	7.2	11.0	12.6	31.4	17.9	21.0	47.4	29.5	27.5	57.2	10.2	24.1	18.4
Smokeless Tobacco	2.2	3.7	4.2	11.2	3.9	5.4	16.9	9.1	11.0	18.3	3.3	7.4	5.7
Marijuana	1.5	3.8	7.4	19.2	11.3	16.2	38.7	23.8	25.9	47.8	4.2	19.4	13.0
Inhalants	9.8	12.4	13.1	15.2	11.6	13.3	13.5	10.2	11.8	11.7	11.7	11.7	11.7
Hallucinogens	0.4	0.3	0.9	4.1	1.9	3.1	7.8	4.7	5.2	12.0	0.6	3.7	2.4
Cocaine	0.4	0.4	1.0	3.6	1.9	3.0	6.1	5.1	5.4	7.8	0.6	3.8	2.5
Stimulants	0.5	1.4	1.1	---	2.3	2.7	---	4.8	5.0	---	1.0	3.7	2.6
Sedatives	4.1	5.1	7.4	---	9.6	12.9	---	13.1	16.5	---	5.5	13.0	9.9
Ecstasy	0.5	0.4	1.4	4.3	1.6	2.7	6.6	3.2	4.7	10.5	0.7	3.1	2.1
Heroin	0.3	0.4	0.6	1.6	0.6	1.7	1.8	2.2	3.3	1.7	0.4	2.0	1.3
Any Drug	13.8	17.9	20.6	24.5	23.0	28.4	44.6	32.8	33.5	53.0	17.4	29.5	24.5
* The symbol --- is used to indicate an area where MTF data is not available.													

Table 2

Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade													
Question	Utah Grade 6	Utah Grade 7	Grade 8		Utah Grade 9	Grade 10		Utah Grade 11	Grade 12		Middle School Total	High School Total	Total Sample
			Utah	MTF		Utah	MTF		Utah	MTF			
Alcohol	1.9	5.7	8.6	19.6	10.7	15.9	35.4	20.8	21.1	48.6	5.4	17.2	12.3
Cigarettes	0.8	2.4	2.6	10.7	3.8	5.3	17.7	8.5	8.2	26.7	1.9	6.5	4.6
Smokeless Tobacco	0.6	1.5	1.1	3.3	0.9	1.6	6.1	2.4	3.2	6.5	1.0	2.0	1.6
Marijuana	0.3	2.4	2.9	8.3	5.2	6.8	17.8	10.4	10.0	21.5	1.8	8.1	5.5
Inhalants	3.4	6.1	5.0	3.8	3.8	3.3	2.4	1.7	2.4	1.5	4.8	2.8	3.6
Hallucinogens	0.3	0.0	0.3	1.2	0.3	1.0	1.6	1.0	1.1	2.3	0.2	0.9	0.6
Cocaine	0.3	0.1	0.4	1.1	0.5	1.0	1.6	1.3	1.4	2.3	0.3	1.1	0.7
Stimulants	0.1	0.3	0.4	---	0.8	0.7	---	2.2	1.6	---	0.3	1.3	0.9
Sedatives	1.6	1.5	3.0	---	4.5	5.3	---	5.1	7.9	---	2.1	5.7	4.2
Ecstasy	0.1	0.0	0.5	1.4	0.7	0.7	1.8	0.8	0.7	2.4	0.2	0.7	0.5
Heroin	0.1	0.1	0.2	0.5	0.2	0.2	0.5	0.4	0.5	0.5	0.1	0.3	0.2
Any Drug	5.4	9.0	9.5	10.4	11.0	12.4	20.8	15.2	15.8	25.4	7.9	13.7	11.3
* The symbol --- is used to indicate an area where MTF data is not available.													

Summary

In the 2003 administration of the PNA survey in Utah, 38 of the 40 school districts participated, and the survey questionnaire was completed by 14,368 students in grades 6 through 12. Findings for each of the report sections are summarized below:

Risk Factor Profiles

Overwhelmingly, Utah high schoolers are less at risk than students in other states. As can be seen in the risk profile chart (Figure 2), the only areas where Utah scales are above the 7-state level are in Transitions and Mobility and Sensation Seeking. All other rates are below the 7-state norm. The scales with the lowest percentage of youth at risk are Intention to Use ATODs and Gang Involvement.

Protective Factor Profiles

For all protective factor scales, Utah high school students also report a higher level of protection than students from the 7 states. Utah high school students who took the survey indicated the highest level of protection in Religiosity (over 20% higher) and Community Opportunities for Prosocial Involvement (over 15% higher). The area with the lowest protection (though still above the 7-state norm) is School Rewards for Prosocial Involvement.

Age of Initiation

Students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.1 years. A period of one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.8 years, and the first regular use of alcohol at 14.3 years. Of the students who had used marijuana, the average age of first use was 13.6 years -- less than a year before students indicated that they had begun drinking regularly.

Substance Use for Utah

For most ATODs, lifetime and 30-day usage increases with increased grade. Exceptions can be seen with inhalants, where 30-day usage peaked in grade 7.

Utah Results Compared to National Results

When comparing the Utah and National (MTF) survey results, Utah students report that their lifetime and current substance use is approximately one-half that of the national sample. Two of the exceptions are inhalant and heroin use, where Utah students use at the same or greater rate than the national sample.

Substance Use by Gender

While being female is generally considered a protective factor for substance use, for the Utah students who took the survey, males and females are very similar in their use of most substances. The only areas in which there are significantly different use rates are with smokeless tobacco and marijuana use. Males in all grades use much more smokeless tobacco, over two times the rate of females, and more males use marijuana in nearly each grade.

Intention to Use

An overwhelming majority of the youth in Utah do not intend to use alcohol, cigarettes, marijuana, or any other illegal substance when they become adults. The highest rate of intention to use is for 11th graders' intentions to use alcohol (28.9%). The rate for intention to use marijuana is higher than intention to use cigarettes in grades 7 through 12.

Multiple Drug Use

Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana in the past 30 days is 5.5% and those using alcohol and marijuana in the past 30 days is 4.2%. Thus, only 1.3% of those using marijuana do not also use alcohol. A review of alcohol use and any drug use during the past 30 days shows that nearly one-half of the youth who use alcohol also use an illegal drug (12.3% alcohol use compared to 6.1% alcohol and any drug use).

Perceived Harmfulness of Drugs: Utah Compared to National Sample

In comparing the middle school and high school samples, middle school students have higher perceived harmfulness of trying marijuana once or twice, smoking marijuana regularly, or drinking one or two alcoholic beverages nearly every day; while high school students perceive higher risk in smoking one or more packs of cigarettes a day. In all grades, the highest perceived harmfulness was for heavy cigarette smoking (76.9% to 81.1% perceived risk), and the least perceived harmfulness was for trying marijuana once or twice (31.1% to 51.1% perceived risk). In grades 8, 10, and 12, Utah survey participants perceived a greater risk than MTF survey participants in heavy smoking, trying marijuana once or twice or smoking regularly, and drinking alcohol regularly.

Perceived Availability of Drugs: Utah Compared to National Sample

The substance that students perceive as most easy to get is alcohol, with 45.5% of Utah students having the perception that alcohol is easy to get. The results reveal that Utah survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample. In all categories, and for all grades, there is a 12.8% to 35.0% difference in perceived availability between Utah results and national results.

Heavy Substance Use and Antisocial Behavior by Grade

Overall, going to school while drunk or high appears to be the biggest antisocial problem among Utah youth with 4.5% of middle school students, 12.7% of high school students, and 9.2% of all students having been drunk or high at school at least once in the past year. Other antisocial behaviors that a high percentage of high school students participated in were binge drinking (11.1% of the high school sample) and being suspended from school (9.2% of the high school sample). The behavior that the fewest high school students participated in was smoking a pack or more of cigarettes per day (0.5% of the high school sample).

Heavy Substance Use and Antisocial Behavior by Gender

Male-female differences also extend to heavy use of alcohol and tobacco and antisocial behavior. In dealing with these antisocial behaviors, gender differences are more marked than with regular 30-day or lifetime ATOD use. Male-female differences are greater with school suspensions (males report rates 5.4% to 9.0% higher than females in each grade), selling illegal drugs (male rates are 0.2% to 6.6% higher than female rates), and getting arrested (male rates are 0.9% to 6.1% higher).

Handguns and Violence

It is clear that responses to most of the questions show a very low percentage of students who reported carrying handguns or taking them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.5% of the students sampled reported taking a handgun to school in the past 12 months. In regard to carrying a handgun in general, 4.1% of students reported carrying a handgun in the past 12 months, and 5.2% reported carrying a handgun in their lifetime. A review of the questions regarding violence reveals that 13.1% of the youth in Utah reported attacking someone with the idea of seriously hurting them at some time in their life, and approximately one in ten (10.8% of students) reported having attacked someone in the past 12 months. However, only a small percentage (1.6%) believe that it isn't at all wrong to attack someone to seriously hurt them.

Students' Academic Performance and Substance Use

There is a clear relationship between substance use and school performance. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Compared to students making A's, failing ("F") students indicated use rates that were approximately 5 times higher for 30-day alcohol use, approximately 7 times higher for 30-day marijuana use, 14 times higher for 30-day cigarette use, and approximately 4 times higher for 30-day any drug use.

Parent's Education and Youth Substance Use

Like academic performance, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. In Utah, youth whose fathers did not graduate from high school have approximately 3 times the use rates of 30-day alcohol use, 30-day marijuana use, and 30-day cigarette use. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Marijuana Use in Relation to Perceived Parental Acceptability

Favorable parental attitudes toward drugs influence the attitudes and behaviors of their children. Even a small amount of perceived parental acceptability can lead to substance use. For example, relatively few students (9.7% lifetime, 3.3% 30-day) use marijuana when their parents think it is "Very Wrong" to use it. In contrast, when a student believes that their parents agree with use somewhat (i.e., the parent only believes that it is "Wrong" not "Very Wrong"), use skyrockets to 55.7% for lifetime use and 24.9% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

Marijuana Use in Relation to Perceived Peer Acceptability

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. For example, when students thought there was "No or very little chance" that they would be seen as cool if they used marijuana, only 4.8% had tried marijuana in their lifetime and only 1.3% had used it in the last month. However, when students thought that there was even a "Little chance" that they would be seen as cool, marijuana use rates were over 6 times higher for lifetime use (31.7%) and over ten times higher for past-month use (13.0%).

Depressive Symptoms and Substance Use

There is a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth had use rates approximately 3 times higher for lifetime alcohol use, lifetime marijuana use, and 30-day marijuana use; approximately 4 times higher for 30-day alcohol use and lifetime any drug use; approximately 6 times higher for lifetime cigarette use and 30-day any drug use; and approximately 8 times higher for 30-day cigarette use.

Probationers and Substance Use and Antisocial Behavior

Youth on probation have a broad range of experience with ATOD use and currently use ATODs (at the 30-day and lifetime levels) at a much higher rate than other youth. For lifetime usage, probationers in grades 6 to 9 are over 3 times more likely to use alcohol and any drug, approximately 4 times more likely to use cigarettes, approximately 5 times more likely to use smokeless tobacco, and approximately 9 times more likely to use marijuana. Similar trends are seen in the rates of 30-day usage. In the younger (grades 6-9) group, probationers have use rates that are 5 times higher for alcohol use, 14 times higher for cigarette use, 10 times higher for smokeless tobacco use, and 13 times more for marijuana use. A comparison between the general population and probationers on heavy substance use and antisocial behaviors shows that probationers have a much higher rate of substance use and antisocial behavior than other youth.

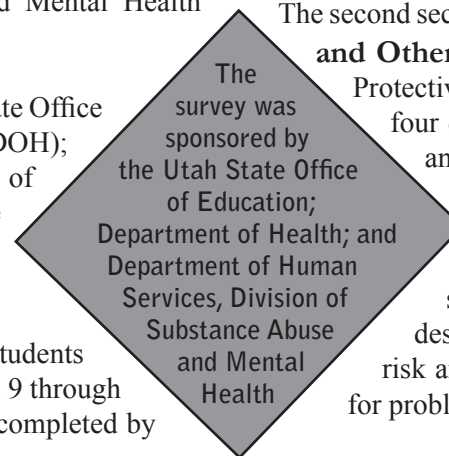
Introduction

The Utah Prevention Needs Assessment (PNA) Survey was administered in the spring of 2003 to Utah public school students in grades 6 through 12 as part of the Student Health and Risk Prevention (SHARP) Survey Project. The SHARP Survey Project combined the administration of three questionnaires: the PNA Survey, Youth Tobacco Survey (YTS), and the Youth Risk Behavior Survey (YRBS). The SHARP Survey involved a sample of Utah students from each of the 13 Division of Substance Abuse and Mental Health (DSAMH) Planning Districts.

The SHARP Survey Project was sponsored by the Utah State Office of Education (USOE); Utah Department of Health (DOH); and the Utah Department of Human Services, Division of Substance Abuse and Mental Health (DSAMH). These three state agencies contracted with Bach Harrison to conduct the survey.

The sample for the survey was chosen to represent Utah students in middle school (grades 6 through 8), high school (grades 9 through 12), and the 13 Planning Districts. The PNA survey was completed by 14,368 students.

The PNA Survey was designed to measure the need for prevention services among youth in the areas of substance abuse, delinquency, antisocial behavior, and violence. The questions on the survey ask youth about the factors that place them at risk for substance use and other problem behaviors along with the factors that offer them protection from problem behaviors. The survey also inquires about the use of alcohol, tobacco, and other drugs (ATODs) and participation in various antisocial behaviors.




Utah 2003 Report Overview of Sections

This report is divided into four sections. The first section, **Survey Methods**, describes how the survey was conducted, who participated, and procedures that were used to ensure that valid information was collected.

The second section, **Risk and Protective Factors for Substance Abuse and Other Youth Problems**, provides a description of the Risk and Protective Factor Model of substance abuse prevention, including the four domains of risk and protection (community, family, school, and peer/individual), and risk and protective factor results for each of the four domains.

Results are presented for each grade and for the middle school and high school samples. Also presented is a description of the scale scores that are used to quantify levels of risk and protection and determine the percentage of youth at risk for problem behaviors.

The third section, **Survey Results**, describes ATOD use and antisocial behavior among Utah's youth. The survey presents results on the current use (use in the 30 days prior to the survey) and use during the youth's lifetime of eleven different substances and "Any drug," which is defined as using one or more of the eight drugs measured by the survey (alcohol and tobacco are not included). These results are compared to the results of a national survey, Monitoring The Future (MTF).



Use is presented by grade, middle school sample, high school sample, gender, and other demographic variables. Additional analyses include perceived harmfulness and availability of drugs, and student behaviors and attitudes regarding handguns and violence.

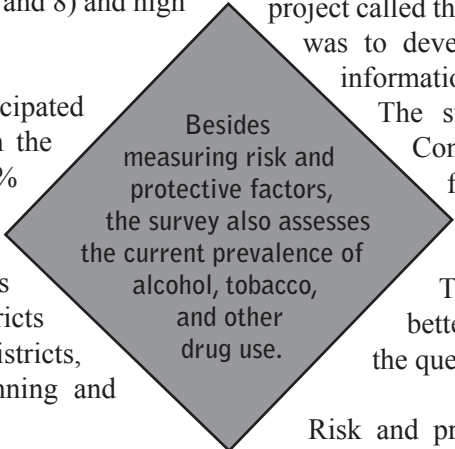
The final section, **Factors Related to Substance Use**, provides examples of how risk factors actually relate to drug and alcohol use. By looking at how factors such as parents' educational background, level of school achievement, degree of parental acceptability of drug use, and degree of peer acceptability of drug use effect substance use, we can begin to understand how the risk and protective factor model of prevention works, and how it can be used to target the needs of schools and communities.

Section 1: Survey Methods

In order to develop effective prevention services at the state and Planning District levels, an adequate sample of individuals need to be surveyed to allow an assessment of prevention needs. An attempt was made by SHARP Survey coordinators to survey a sample of students in grades 6 through 12 that was representative of school enrollment at the Planning District Level and at the middle school and high school levels. Thus, reports were provided for planning districts for middle school grades (grades 6, 7, and 8) and high school (grades 9, 10, 11, and 12).

Thirty-eight (38) of the 40 school districts in Utah participated in the PNA Survey. Student participation was high, with the middle school sample having a completion rate of 71.5% and the high school sample having a completion rate of 67.8%. The 14,368 students who completed the survey represent a large enough sample to plan prevention programs at the Planning District level. Some schools and school districts chose to survey additional students. For those school and districts, the survey provides more detailed information for planning and evaluating prevention services at the local level.

The remainder of this section will discuss the survey questionnaire, how it was administered, the demographics of participants, completion rates, and the ability to generalize the results to other populations.



Besides measuring risk and protective factors, the survey also assesses the current prevalence of alcohol, tobacco, and other drug use.

Survey Questionnaire

The Prevention Needs Assessment (PNA) survey questionnaire was developed through the combined efforts of six states and the Social Development Research Group at the University of Washington. The collaborative survey development process was a Center for Substance Abuse Prevention (CSAP) project called the Six-State Consortium. One of the goals of the Consortium was to develop a student survey that provided scientifically sound information about the levels of risk and protection in a community. The survey has been further refined through the Diffusion Consortium Project that involves seven states and is funded by four Federal Agencies: the National Institute of Drug Abuse (NIDA), Safe and Drug Free Schools Program, Office of Juvenile Justice and Delinquency Prevention, and CSAP. The basic questionnaire was modified by Bach Harrison to better meet the needs of the Utah. See Appendix A for a copy of the questionnaire.

Risk and protective factors are characteristics of a community that are reported by the youth who complete the survey. Besides measuring risk and protective factors, the survey also assesses the current prevalence of ATOD use. The substances that are measured by the survey include: 1) alcohol, 2) cigarettes, 3) smokeless tobacco, 4) marijuana, 5) inhalants, 6) hallucinogens, 7) cocaine, 8) stimulants, 9) sedatives, 10) heroin, and 11) ecstasy. The questions that ask about substance use are similar to those used in the national survey, Monitoring the Future (MTF), in order that comparisons between the two surveys can be made easily.

There are a total of 18 risk factors and 10 protective factors that are measured by the survey. However, some of the risk factors are broad enough to require more than one scale for adequate measurement. As a result, there are 26 separate risk factor scales and 10 protective factor scales. Appendix C provides a complete list of the risk and protective factors and the corresponding risk and protective factor scales in the survey.

The scales of the survey were originally developed between 1994 and 1997 through extensive testing with over 100,000 students. Work through the Diffusion Consortium Project has resulted in changes to several risk factor scales and the development of cut-points for each scale that can be used to classify a youth as being at risk on risk factor scales or having protection on protective factor scales.

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. Since the Prevention Needs Assessment survey has been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

Planning for the PNA survey began in October of 2002 after obtaining permission for the State Superintendent to conduct the survey in Utah schools.

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

There are approximately four survey items that measure each risk factor. The questionnaire has 137 questions, however, many of the questions have multiple components so students actually responded to a total of 215 items. The questions were printed in a test booklet that was machine scoreable. See Appendix A for a copy of the 2003 Utah PNA questionnaire. Students from all grades could easily complete the questionnaire in one class period. A complete item dictionary that lists the risk and protective factor scales and the items they contain, as well as the outcome variables, can be seen in Appendix E.

Administration

Planning for the SHARP Survey Project began in October of 2002, after obtaining permission from the State Superintendent to conduct the survey in Utah schools during the spring of 2003. The Utah Department of Health, with the aid of the Center for Disease Control (CDC) presented Bach Harrison with a list of school districts and schools which would be included in the sample. The superintendents of chosen school districts were then sent a letter inviting them to participate in the survey and a package of information about the survey and its benefits. Approximately a week after the packets were delivered, superintendents were contacted in order to address concerns

and questions about the survey, to gain a verbal agreement of each district's participation, and to identify a district level survey coordinator. Participating superintendents mailed signed contracts in which they agreed to allow students from their districts to participate in the SHARP Survey to Bach Harrison.

Upon gaining support from district superintendents, district-level survey coordinators were contacted and were sent a packet of training materials and a CD with a Powerpoint presentation outlining the survey process and their coordination duties. They were also given copies of the survey, administration instructions, and copies of the parent permission letters. Copies of the superintendent letter, parental consent form, and survey administration instructions are contained in Appendix B.

Also upon superintendent approval, a letter and packet of information was sent to each participating principal. Survey coordinators were asked to contact principals in their district to address questions and concerns and to begin discussing a survey date and student incentives that would be used for obtaining parental consent. A general period of February to March was set for survey administration, and schools were advised to schedule their survey administration for a Tuesday, Wednesday, or Thursday. With these guidelines in mind, individual schools were allowed to set a survey date that would best fit into their respective school calendars.

With the help of the USOE, second period class schedules were gathered from all sampled schools, and survey coordinators at the Department of Health selected the sampled classes based on sampling requirements and data determined by the CDC. This sample was then given to Bach Harrison, who in turn informed districts and schools of the classes that would be involved in the survey.

Because Utah State Law requires active consent for students to participate in school surveys, considerable work needed to be done by school teachers to ensure that the signed parent permission forms were returned. To further

encourage students to return the signed forms, various incentives, such as candy bars and pizza parties, were provided to students when they returned the form. It should be noted that in order to receive the incentive, the completed parent permission form needed to be returned regardless of whether or not the student was allowed to participate in the survey.

For most schools, the survey was administered during February and March of 2003. In each school, a specific day was chosen for the survey. Teachers were given a script to read so that all students would receive a standardized set of instructions. Teachers were also asked to provide information on the number of students that should have taken the survey but were absent, and the number that did not take the survey because they, or their parents, decided that they should not take the survey.

For most schools, the survey was administered during February and March of 2003. Every effort was made to ensure the confidentiality of students' responses.

Every effort was made to ensure the confidentiality of students' responses. When students completed their questionnaires, they placed them in an envelope that was passed around the classroom. The envelope was then sealed, and a teacher took the envelope to the school office or to the district-level school coordinator where it was placed with other class envelopes.

In an effort to increase return rates, teachers were instructed to also administer the survey to students who were absent on the day of the original survey administration. Teachers were instructed to survey these absentee surveys up to one week after the original administration date, have students place these surveys into a separate envelope labeled "Absentee Surveys," and also deliver these surveys to the school office or to the survey coordinator. After all survey packets were gathered, survey coordinators packaged the materials and either mailed them to the Bach Harrison office or arranged for the materials to be collected by a member of the Bach Harrison staff. The staff at Bach Harrison logged the surveys, scanned the questionnaires, prepared the final database of completed surveys for analysis, and produced district and state level reports.

Completion Rate and Ability to Generalize the Results

Not all students participated in the survey. Some students individually chose not to participate, some students' parents refused to give consent for them to participate, and some students were absent when the survey was administered. There were a total of 14,368 students who completed the 2003 Utah PNA Survey.

It should be noted that not all of the surveys that were completed contained valid information. Some were eliminated because students were deemed not truthful in their responses, or did not complete some of the questions (see **Validity of the Data** section for the validity criteria).

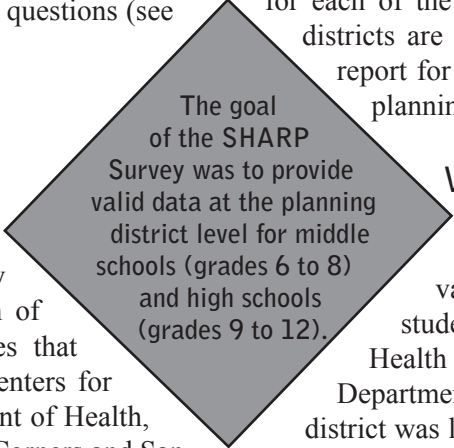
Participation by DSAMH Planning District

The state of Utah has 29 counties that are divided into 13 planning districts. Table 3 shows the number of students who were surveyed as part of the SHARP Survey by grade, middle school, high school, and total for each of the 13 planning districts. The original sample of classes that participated in the SHARP survey was selected by the Centers for Disease Control (CDC) to represent the 12 Utah Department of Health, Local Health Departments. With the exception of the Four Corners and San Juan DSAMH Planning Districts, which are combined into one local health department district, the Local Health Departments and DSAMH Planning Districts have similar boundaries. Because San Juan Planning District chose to sample additional students, there were enough students to provide district level reports to all of the 13 DSAMH Planning Districts.

The goal of the SHARP Survey was to provide valid data at the planning district level for middle schools (a combination of grades 6, 7, and 8) and high schools (a combination of grades 9 through 12). If prevention planners desired more detailed information about their area such as information about an individual grade or school, additional students needed to be surveyed.

Additional surveys were administered in eight of the 13 planning districts. The extra surveys were used to prepare profile reports for those who ordered them and for the most part were not included in the statewide analysis. The exception was Salt Lake County where the results from the extra surveys were added into the state level analysis. See the next section on **Weighting for the SHARP Survey** for additional information on the addition of Salt Lake County data.

While profile reports that provide rates of ATOD use, rates of antisocial behavior, risk factor levels, and protective factor levels have been prepared for each of the 13 planning districts, the results for individual planning districts are not presented in this statewide report. Anyone desiring a report for a specific planning district should contact the DSAMH or planning district personnel.



The goal of the SHARP Survey was to provide valid data at the planning district level for middle schools (grades 6 to 8) and high schools (grades 9 to 12).

Weighting the SHARP Sample

Because the intent of the SHARP Survey was to provide valid data for middle school students and high school students in each of the 12 Utah Department of Health, Local Health Departments, the sample was stratified at the Local Health Department level. The sample of students selected for each planning district was large enough to ensure that the survey would have a margin of error of $\pm 5\%$ at the 95% level of confidence at the planning district level. This sampling procedure resulted in planning districts with small populations being over represented in the statewide survey and planning districts with large populations being under represented. For example, Utah County DSAMH Planning District has 17.9% of the seventh grade student population in the state (6,403 Utah Co. seventh grade students out of 35,819 seventh grade students statewide), while the SHARP survey sample in Utah County accounted for 4.3% of the seventh grade students in the survey (62 Utah Co. seventh grade students out of 1,434 seventh grade students statewide). Clearly, Utah County was under-represented in the statewide SHARP sample. Based upon this example, the responses of seventh grade students in Utah County needed to be multiplied by approximate four

Table 3

Total Number and Percentage of Survey Respondents by Health District																				
	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Middle School Total		High School Total		Total Sample	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bear River	106	3.2	211	14.7	240	8.5	236	18.3	95	4.3	61	5.3	93	6.2	557	7.4	485	7.9	1,042	7.6
Central	240	7.3	165	11.5	95	3.4	113	8.8	100	4.6	65	5.6	38	2.5	500	6.6	316	5.1	816	6.0
Davis	256	7.8	133	9.3	166	5.9	170	13.2	116	5.3	194	16.7	101	6.7	555	7.3	581	9.5	1,136	8.3
Four Corners	60	1.8	87	6.1	128	4.5	93	7.2	66	3.0	56	4.8	41	2.7	275	3.6	256	4.2	531	3.9
Salt Lake	1,522	46.1	112	7.8	1,312	46.4	151	11.7	1,128	51.5	385	33.2	900	59.9	2,946	39.0	2,564	41.7	5,510	40.2
San Juan	46	1.4	22	1.5	56	2.0	41	3.2	38	1.7	4	0.3	2	0.1	124	1.6	85	1.4	209	1.5
Southwest	267	8.1	219	15.3	132	4.7	107	8.3	123	5.6	120	10.4	40	2.7	618	8.2	390	6.3	1,008	7.4
Summit	66	2.0	45	3.1	54	1.9	31	2.4	61	2.8	27	2.3	18	1.2	165	2.2	137	2.2	302	2.2
Tooele	201	6.1	146	10.2	133	4.7	48	3.7	58	2.6	56	4.8	49	3.3	480	6.3	211	3.4	691	5.0
Northeastern	126	3.8	59	4.1	61	2.2	60	4.7	55	2.5	18	1.6	9	0.6	246	3.3	142	2.3	388	2.8
Utah County	194	5.9	62	4.3	212	7.5	91	7.1	155	7.1	83	7.2	64	4.3	468	6.2	393	6.4	861	6.3
Wasatch	20	0.6	63	4.4	63	2.2	31	2.4	49	2.2	10	0.9	48	3.2	146	1.9	138	2.2	284	2.1
Weber	194	5.9	110	7.7	178	6.3	118	9.1	148	6.8	80	6.9	100	6.7	482	6.4	446	7.3	928	6.8

(4.16) in order to accurately represent Utah County students' contribution to the overall state data. Thus, before statewide analyses were conducted, the under- and over-representation of students in the planning districts was corrected by applying weights to the data. The weights that were used for the statewide analyses were based upon the student population in each grade in each of the planning districts.

For the Salt Lake County Planning District, weights were calculated on a school district basis. This was possible because each of the four school districts sampled extra students (Granite 1,413, Jordan 1,649, Murray 1204, and Salt Lake 1,511, for a total of 5,777 students). The extra students in the Salt Lake County sample were included to achieve better estimates of ATOD use, rates of antisocial behavior, levels of risk, and levels of protection than the relatively small SHARP sample would have provided. Because of the random selection of school districts to participate in the SHARP survey, Murray School District was not in the original SHARP sample. Students from the Murray School District were added as part of the additional surveys that were administered in Salt Lake County.

Survey Participants

The characteristics of the youth who took the survey are presented in Table 4 and Figures 4, 5, and 6. Data in this Survey Participants section represents characteristics of all survey participants and does not reflect the weighted survey data.

For the survey, there were nearly an equal number of males and females who took the survey in all grades (female = 52.7% and males = 47.3%). The majority of respondents were White (81.0%), with the next largest ethnic group being Hispanic (8.4%). The other ethnic groups accounted for 10.6% of the respondents. This demographic breakdown is very similar to the demographics of the Utah school system. Enrollment figures from Utah's 2003 Fall Enrollment Report of Utah Public, Private, and Bureau of Indian Affairs Schools show a similar demographic breakdown for the 2003-2003

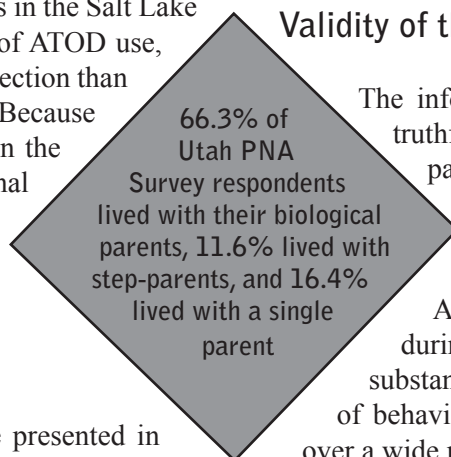
school year. According to the *Enrollment Report*, 85.5% of Utah students grades 6 through 12 were White, 9.1% were Hispanic, and 5.4% were another ethnicity. The similarity in survey respondents increases our ability to apply the results from the PNA survey to youth across the state.


An analysis of the family structure of respondents showed that 66.3% lived with both of their biological parents, 11.6% lived in a step-family structure, 16.4% lived with a single parent, and the remaining 5.7% of the respondents lived in other settings.

Validity of the Data

The information presented in this report is based entirely on the truthfulness, recall, and comprehension of the youth who participated in the survey. Many studies have shown that most adolescents are truthful in their responses to the questions on similar surveys. For example, ATOD trends for repeated national and state surveys are very similar. Also, the changes reported by youth parallel the changes during the same period in adolescent admissions to treatment for substance abuse. Finally, the relationships between different kinds of behaviors and the problems adolescents report is very consistent over a wide range of studies. This study was carefully designed to ensure honest responses from participants.

The confidentiality of the survey was stressed through the instructions and administration procedures. Participants were assured that the survey was voluntary, anonymous, and confidential. They were told that no one would see their answers and that there was no way that a survey could be traced back to an individual student. Because the survey was anonymous, most of the reasons to exaggerate or deny behaviors were eliminated. However, several checks were built into the analysis to minimize the impact of students who were not truthful in their responses. Students whose surveys were deemed not truthful were eliminated.





There were a total of 14,368 survey questionnaires completed. However, not all of the questionnaires contained valid information. Of these surveys, 388 (2.7%) were eliminated because respondents were determined to be dishonest. These surveys were eliminated because of four predetermined dishonesty indicators -- 1) the students indicated that they were “Not honest at all” in completing the survey (147 surveys); 2) the students indicated that they had used the non-existent drug Derbisol (242 surveys); 3) the students reported an impossibly high level of multiple drug use (64 surveys); and 4) the students reported an age that was inconsistent with their grade (43 surveys).

There were 16 (0.1%) surveys where students did not answer enough of the validity questions to determine whether or not they were honest in their responses. These surveys were not included in the final analyses. Because all of the analyses require a knowledge of the student’s grade, 258 (1.8%) additional surveys were eliminated because they did not complete the grade question. A total of 663 (4.6%) questionnaires were eliminated from most analyses. This is less than the sum of those eliminated according to the criteria cited above because many of those eliminated met more than one criteria for elimination.

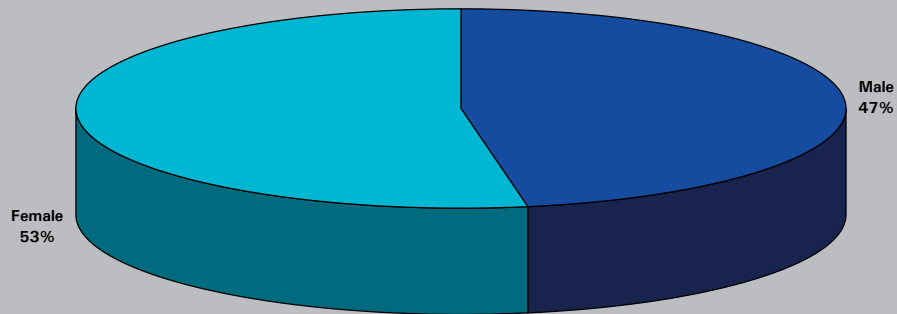
Other measures to reduce response bias included carefully pre-testing the questionnaire to ensure that students understood the meaning of each question, using a well developed and tested administration protocol, and reading the same instructions to all students who participated in the survey.

Table 4

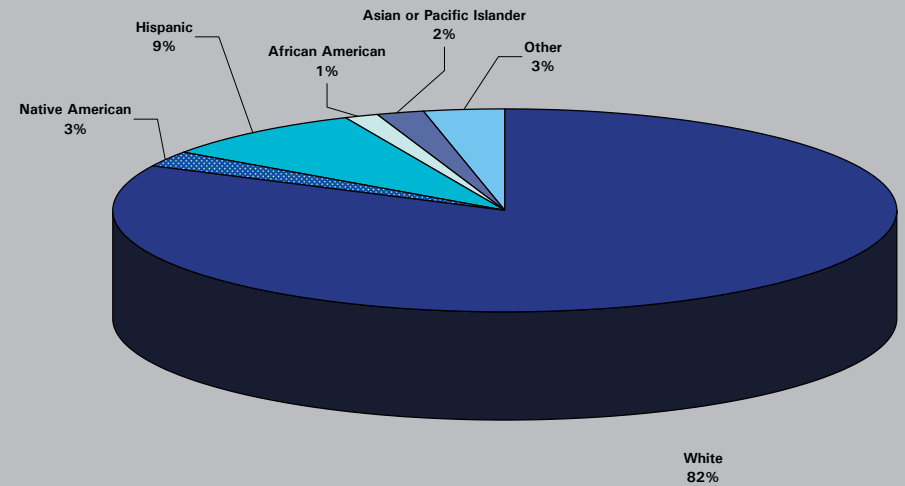
Total Number and Percentage of Survey Respondents by Grade and Demographic Characteristics																
	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		2002 Total	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Total Sample	3,298	24.1	1,434	10.5	2,829	20.6	1,290	9.4	2,192	16.0	1,159.0	8.5	1,503	11.0	13,705	100.0
Gender																
Male	1,543	47.3	691	48.7	1,347	48.0	629	49.1	961	44.0	539	46.8	718	48.0	6,428	47.3
Female	1,722	52.7	727	51.3	1,462	52.0	652	50.9	1,222	56.0	612	53.2	778	52.0	7,175	52.7
Race/Ethnicity																
White	2,378	74.9	1,167	83.5	2,239	80.9	1,056	83.5	1,798	83.0	995	86.4	1,235	82.9	10,868	81.0
Native American	138	4.3	49	3.5	56	2.0	32	2.5	39	1.8	19	1.6	14	0.9	347	2.6
Hispanic	361	11.4	81	5.8	233	8.4	106	8.4	162	7.5	66	5.7	124	8.3	1,133	8.4
African American	52	1.6	15	1.1	50	1.8	11	0.9	28	1.3	10	0.9	21	1.4	187	1.4
Asian or Pacific Islander	62	1.9	18	1.3	51	1.8	20	1.6	47	2.2	22	1.9	33	2.2	253	1.9
Other	145	4.6	62	4.4	93	3.4	28	2.2	60	2.8	29	2.5	31	2.1	448	3.3
Family Structure																
Both Parents	2,083	63.2	955	66.6	1,858	65.7	902	69.9	1,511	68.9	786	67.8	993	66.1	9,088	66.3
Step-Families	349	10.6	175	12.2	352	12.4	145	11.2	265	12.1	144	12.4	158	10.5	1,588	11.6
Single Parent	635	19.2	211	14.7	469	16.6	183	14.2	314	14.3	178	15.3	254	16.9	2,244	16.4
Other	231	7.0	93	6.5	150	5.3	60	4.7	102	4.7	51	4.4	98	6.5	785	5.7
Language Used at Home																
English	2,839	90.4	1,325	96.4	2,583	93.2	1,169	93.6	1,991	93.6	1,010	95.7	1,343	91.2	12,260	92.9
Spanish	222	7.1	34	2.5	124	4.5	56	4.5	76	3.6	25	2.4	69	4.7	606	4.6
Another Language	80	2.5	15	1.1	65	2.3	24	1.9	61	2.9	20	1.9	60	4.1	325	2.5
* Numbers within Ethnicity, Family Structure, and Language categories may not add up to 13,705. Numbers presented for these categories reflect student responses, and not all students responded to these questions.																

Figures 4, 5, and 6

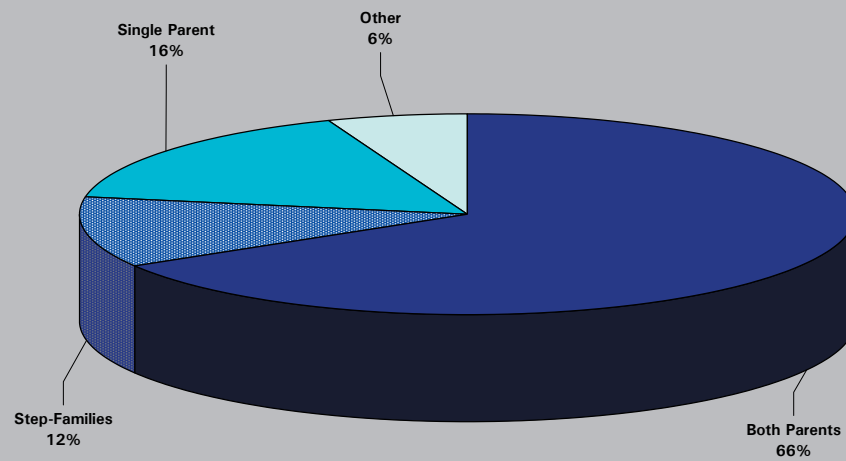
Gender:
Breakdown of Students Taking the
2003 Utah SHARP Prevention Needs Assessment Survey



Ethnicity:
Breakdown of Students Taking the
2003 Utah SHARP Prevention Needs Assessment Survey



Family Structure:
Breakdown of Students Taking the
2003 Utah SHARP Prevention Needs Assessment Survey



2 Section 2: Risk and Protective Factors for Substance Use and Other Problem Behaviors

The History and Importance of Risk and Protective Factors

The Utah Prevention Needs Assessment Survey is based upon the Risk and Protective Factor Model of Substance Abuse Prevention. In medical research, risk factors have been found for heart disease and other health problems. Through media campaigns to inform the general public about the risk factors for heart disease, most people are now aware that behaviors such as eating high fat diets, smoking, high cholesterol, being overweight, and lack of exercise, place them at risk for heart disease. Just as medical research discovered the risk factors for heart disease, social scientists have defined a set of risk factors that place young people at risk for the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. They have also identified a set of protective factors that help to buffer the harmful effects of risk.

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington have reviewed more than 30 years of existing work on risk factors from various fields and have completed extensive work of their own to identify risk factors for youth problem behaviors. They identified risk factors in important areas of daily life: 1) the **community**, 2) the **family**, 3) the **school**, and 4) within **individuals** themselves and their **peer** interactions. Many of the problem behaviors faced by youth — delinquency, substance abuse, violence, school

dropout, and teen pregnancy — share many common risk factors. Programs designed to reduce those common risk factors will have the benefit of reducing several problem behaviors.

Using the risk and protective factor model, Drs. Hawkins and Catalano and their colleagues developed an approach that communities can use to reduce youth problem behavior. Their prevention program is called Communities That Care (CTC) and is available from Developmental Research and Programs, Inc. An overview of the risk factors and protective factors that have been shown to be related to youth problem behavior and their link to the PNA survey will be provided.

The risk and protective factors have been organized into the four important areas of a young person's life — community, family, school, and peer/individual. The remainder of this section of the report is organized according to the four domains. For each domain, the definition of each risk factor is presented and then risk and protective results for Utah are provided by grade. Risk and protective factor charts are also provided to illustrate Utah risk and protection in relation to other states. On the following page is more information about the risk and protective charts. This information provides instruction on how risk and protective factor scores were developed, and how to read the charts.

Just as medical research discovered the risk factors for heart disease, social scientists have defined risk factors that place youth at risk for problem behaviors.

How to Read the Risk and Protective Factor Charts in This Section

There are two components of the risk and protective factor charts that are key to understanding the information that the charts contain: 1) the **cut-points** for the risk and protective factor scales, and 2) the **dashed lines** that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The PNA survey instrument was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. Since PNA surveys have been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys. Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 50% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students. Again, brief definitions of the risk and protective factors are provided in this section.

Community Risk and Protective Factors

When looking at the community domain, it is important to consider more than how members of a community interact with the youth of the community. Youth benefit from living in an area where neighbors and community members show concern for them, offer them support, and give encouragement and praise. However, youth also benefit from living in a community that functions in a socially healthy manner. What is the community like? Are drugs and guns readily available? Is there an active presence of law enforcement officers in the community? Is the community lacking in economic resources? Do community members, businesses, or police turn a blind eye toward drug use and antisocial behaviors, or condone such behaviors? Is there a sense of community disorganization or do members of the community work together toward common goals?

All of these community issues, and more, play significant roles in shaping the behaviors of the youth that live within a particular community. By understanding how youth perceive their neighborhood, Utah communities can get a better sense of how they need to change in order to reduce the risk that youth will participate in problem behaviors.

Definitions of all community domain risk factors, as well as scale scores for the community domain are provided on the next pages. The table below shows the links between the community risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 5

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓

Availability of Drugs

(Linked to Substance Abuse and Violence)

The more available drugs are in a community, the higher the risk that young people will abuse drugs in that community. Perceived availability of drugs is also associated with risk. For example, in schools where students just *think* drugs are more available, a higher rate of drug use occurs.

Availability of Firearms

(Linked to Delinquency and Violence)

Firearm availability and firearm homicide have increased together since the late 1950's. If a gun is present in the home, it is much more likely to be used against a relative or friend than an intruder or stranger. Also, when a firearm is used in a crime or assault instead of another weapon or no weapon, the outcome is much more likely to be fatal. While a few studies report no association between firearm availability and violence, more studies show a positive relationship. Given the lethality of firearms, the increase in the likelihood of conflict escalating into homicide when guns are present, and the strong association between availability of guns and homicide rates, firearm availability is included as a risk factor.

Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime

(Linked to Substance Abuse, Delinquency, and Violence)

Community norms, the attitudes and policies a community holds about drug use and crime, are communicated in a variety of ways: through laws and written policies, through informal social practices, and through the expectations parents and other community members have of young people. When laws and community standards are favorable toward drug use or crime, or even if they are just *unclear*, youth are at higher risk.

Transitions and Mobility (Linked to Substance Abuse, Delinquency, and School Dropout)

Even normal school transitions predict increases in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school misbehavior, and delinquency result.

Communities with high rates of mobility appear to be linked to an increased risk of drug use and crime problems. The more often people in a community move, the greater the risk of both criminal behavior and drug-related problems in families. While some people find buffers against the negative effects of mobility by making connections in new communities, others are less likely to have the resources to deal with the effects of frequent moves, and are more likely to have problems.

Low Neighborhood Attachment and Community Disorganization (Linked to Substance Abuse, Delinquency, and Violence)

Higher rates of drug problems, juvenile delinquency and violence occur in communities or neighborhoods where people have little attachment to the community, where the rates of vandalism are high, and where there is low surveillance of public places. These conditions are not limited to low-income neighborhoods, they can also be found in wealthier neighborhoods. The less

homogeneous a community (in terms of race, class, religion, and even the mix of industrial to residential neighborhoods) the less connected its residents may feel to the overall community, and the more difficult it is to establish clear community goals and identity. The challenge of creating neighborhood attachment and organization is greater in these neighborhoods.

Perhaps the most significant issue affecting community attachment is whether residents feel they can make a difference in their own lives. If the key players in the neighborhood, such as merchants, teachers, police, and human services personnel, live outside the neighborhood, residents' sense of commitment will be less. Lower rates of voter participation and parental involvement in schools also indicate lower attachment to the community.

Extreme Economic Deprivation (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Children who live in deteriorating and crime-ridden neighborhoods characterized by extreme poverty are more likely to develop problems with delinquency, violence, teen pregnancy, and school dropout. Children who live in these areas, *and* have behavior and adjustment problems early in life, are also more likely to have problems with drugs later on.

Community Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Utah survey participants were not at-risk in the community domain. Table 6 shows that the highest scaled score was for Transitions and Mobility for 10th graders (65.4% at risk), followed by Transitions and Mobility for 7th graders (48.9% at risk). Students in the middle school sample were at higher risk than high school students in Laws and Norms Favorable to Drug Use. Students in the high school sample were at higher risk in the Low Neighborhood Attachment, Community Disorganization, Transitions and Mobility, Perceived Availability of Drugs, and Perceived Availability of Handguns than students in the middle school sample.

In looking at Utah's community risk factor scales in relation to the 7-state norm, Figure 7 illustrates that Utah's levels of risk are lower than other states for most grades. The high school level of Transitions and Mobility is the only score that is above the 7-state norm. All other scales for the middle school and high school samples were significantly lower than the 7-state norm.

Protective Factors

There are two protective factor scales for the community domain—Community Opportunities for Prosocial Involvement and Community Rewards for Prosocial Involvement. When looking at the results by grade, 8th grade students showed the highest protection (78.4% with protection) for the Community Opportunities For Prosocial Involvement Scale, while 9th graders had the lowest protection (56.1% with protection) for the Community Rewards for Prosocial Involvement scale. Rates of community protective factors scales were above the 7-state norm for both the middle school and high school sample. Rates for Community Opportunities for Prosocial Involvement were approximately 17% higher than the 7-state norm for the middle school and high school samples while rates for Rewards for Prosocial Involvement were approximately 6% higher than the 7-state norm for the middle school and high school samples.

Table 6

Community Domain	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total
Percent of Students At Risk in the Following Risk Factor Scales									
Low Neighborhood Attachment	35.4	42.3	26.2	33.8	36.9	40.1	39.2	34.0	37.5
Community Disorganization	28.7	28.4	24.4	28.5	35.4	36.8	38.8	27.1	35.0
Transitions and Mobility	38.8	48.9	45.4	38.9	65.4	44.8	40.8	43.9	47.6
Laws & Norms Favor Drug use	28.3	19.0	18.8	18.3	21.9	15.2	12.7	22.3	17.0
Perceived Availability of Drugs	21.8	29.1	23.6	28.1	34.6	37.4	40.4	24.6	35.2
Perceived Availability of Handguns	24.0	28.7	39.5	44.6	26.6	31.1	34.8	30.9	34.1
Percent of Students With Protection in the Following Protective Factor Scales									
Opportunities for Prosocial Involvement	70.4	69.8	78.4	71.9	75.0	73.7	73.3	73.2	73.5
Community Reward for Prosocial Involvement	63.5	61.8	61.4	56.1	65.3	65.4	63.7	62.2	62.7

Figure 7

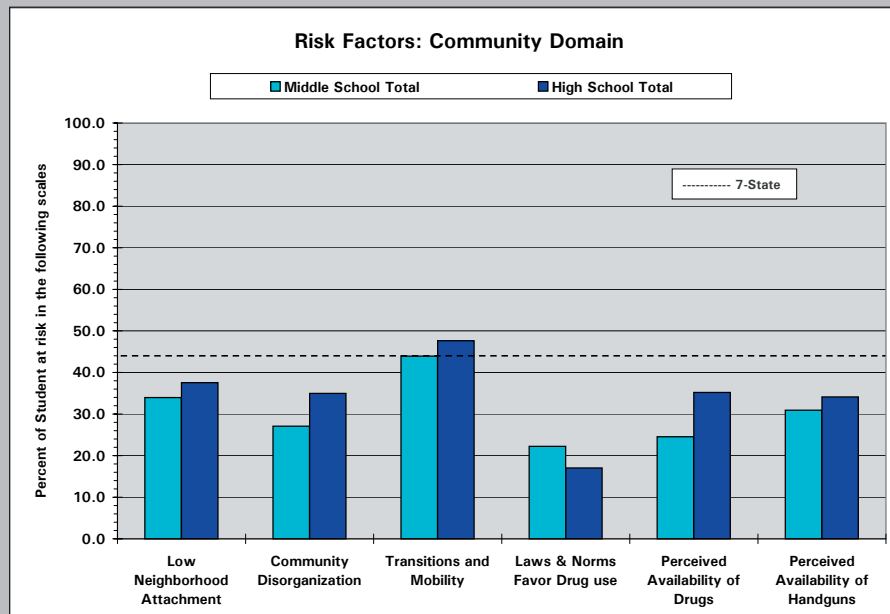
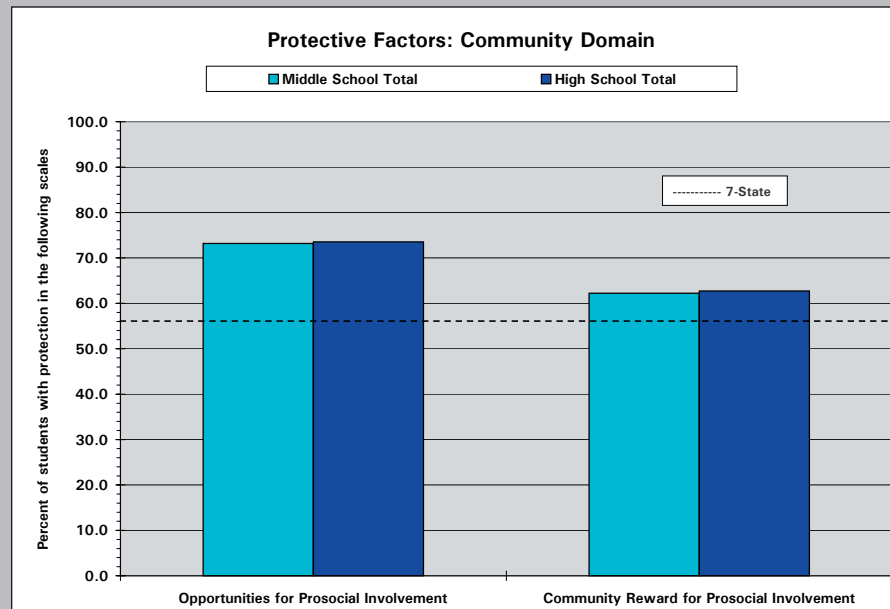


Figure 8



Family Risk and Protective Factors

For the family domain, one must consider more than parents' personal interaction with their children. Youth benefit from being bonded with their family, and from belonging to a family in which their parents offer support, encouragement, and praise. Other important factors that can contribute to youth problem behaviors are whether or not the youth's parents or siblings have used substances, approve of the use of substances, or have participated in antisocial behaviors. If a youth's living situation is full of conflict (fights and arguments) and disorganization (lack of family communication or parents' not knowing the whereabouts or doings of their children), the youth is also at risk for problem behaviors.

Definitions of all family domain risk factors, as well as scores for the family domain are provided on the following pages. The table below shows the links between the family risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well-designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 7

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Family					
Family History of the Problem Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Favorable Parental Attitudes and Involvement In the Problem Behavior	✓	✓			✓

Family History of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

If children are raised in a family with a history of addiction to alcohol or other drugs, the risk of their having alcohol and other drug problems themselves increases. If children are born or raised in a family with a history of criminal activity, their risk of juvenile delinquency increases. Similarly, children who are raised by a teenage mother are more likely to become teen parents, and children of dropouts are more likely to drop out of school themselves.

Family Management Problems

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Poor family management practices include lack of clear expectations for behavior, failure of parents to monitor their children (knowing where they are and who they are with), and excessively severe or inconsistent punishment.

Family Conflict

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Persistent, serious conflict between primary care givers or between care givers and children appears to enhance risk for children raised in these families. Conflict between family members appears to be more important than family structure. Whether the family is headed by two biological parents, a single parent, or some other primary care giver, children raised in families high in conflict appear to be at risk for all of the problem behaviors.

Favorable Parental Attitudes and Involvement In the Behavior (Linked to Substance Abuse, Delinquency, and Violence)

Parental attitudes and behavior toward drugs, crime, and violence influence the attitudes and behavior of their children. Parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Similarly, children of parents who excuse their children for breaking the law are more likely to develop problems with juvenile delinquency. In families where parents display violent behavior toward those outside or inside the family, there is an increase in the risk that a child will become violent. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Family Risk and Protective Factor Scales

Risk Factors

In all grades, a majority of Utah survey respondents were not at-risk in the family domain. Table 8 shows that the highest scaled scores were for Family Conflict for 8th graders (45.8% at risk) and 7th graders (44.0% at risk). Students in the 6th and 7th grades had the lowest risk for Parental Attitudes Favorable to Drug Use (6.3% for grade 6, 8.3% for grade 7). While the middle school sample had a higher risk rate for Family Conflict than the high school sample, more high school students were at risk for the other scales.

In looking at Utah's family risk factor scales in relation to the 7-state norm, Figure 9 illustrates that Utah's levels of risk are lower than other states for the middle school and high school samples. The middle school risk score for Family Conflict was the only scale close to the 7-state norm line, while all other scales for the middle school and high school samples were approximately 5% to 35% lower than the 7-state norm.

Protective Factors

There are three protective factor scales for the family domain -- Family Attachment, Family Opportunities for Prosocial Involvement, and Family Rewards for Prosocial Involvement. Utah excels in the family domain, as protective factor rates for the state are approximately 7.0% to 16.0% higher than the 7-state norm for the middle school and high school samples.

Table 8

Family Domain	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total
Percent of Students At Risk in the Following Risk Factor Scales									
Poor Family Management	30.1	27.2	32.4	27.1	31.2	27.0	36.5	30.2	30.4
Family Conflict	38.7	44.0	45.8	33.6	39.3	33.8	35.2	42.7	35.5
Family History of Antisocial Behavior	30.1	23.9	27.0	26.1	28.7	30.1	27.8	27.4	28.2
Parent Attitudes Favor Antisocial Behavior	24.5	26.6	33.3	32.8	36.8	39.8	34.2	28.3	36.0
Parent Attitudes Favor Drugs Use	6.3	8.3	11.7	12.8	17.0	22.6	16.9	8.8	17.4
Percent of Students With Protection in the Following Protective Factor Scales									
Family Attachment	68.1	75.9	66.0	64.2	59.0	60.5	68.9	69.3	63.0
Family Opportunities for Prosocial Involvement	69.2	78.6	72.7	69.3	65.0	66.0	64.0	72.8	66.0
Family Rewards for Prosocial Involvement	65.2	59.2	74.6	71.2	66.2	65.4	64.1	67.2	66.6

Figure 9

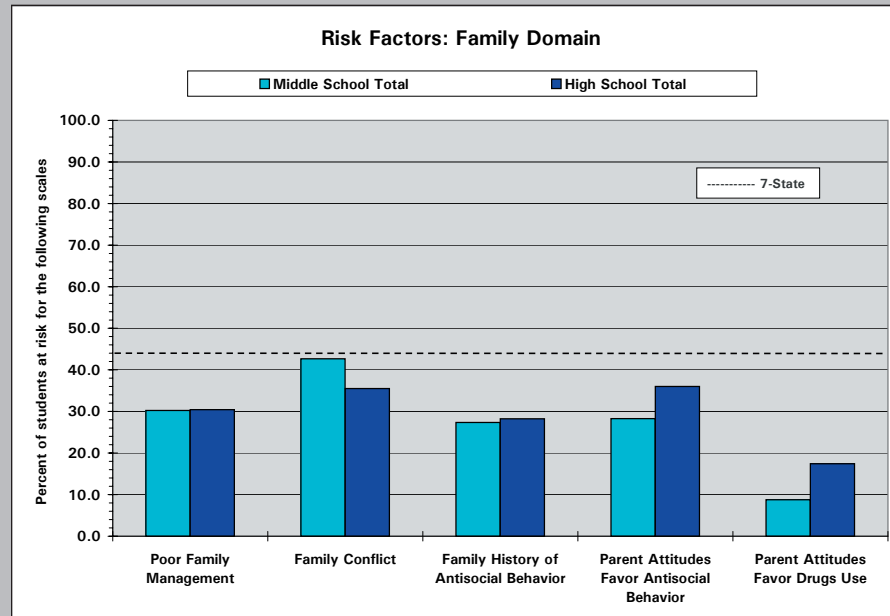
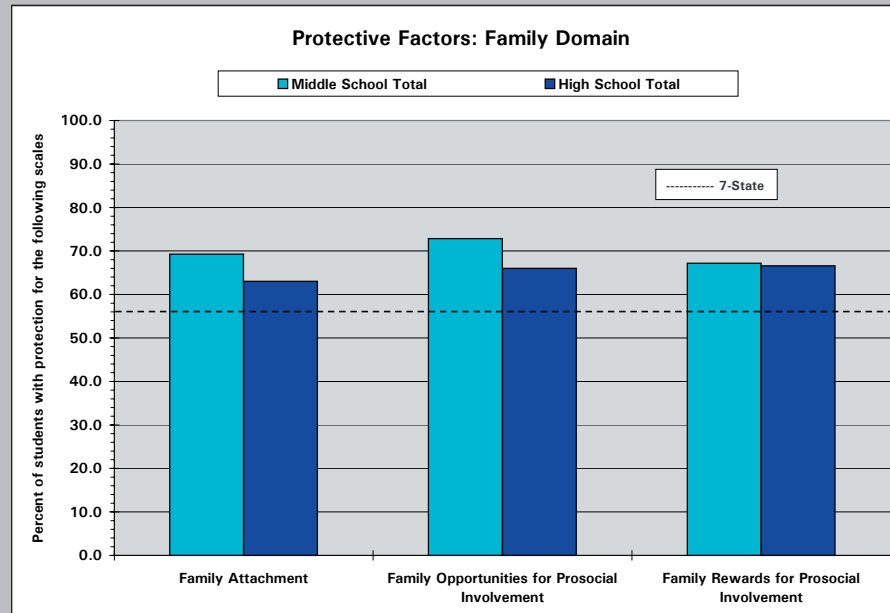


Figure 10



School Risk and Protective Factors

In the school domain, the early years are important as far as creating or decreasing the level of risk for children. Academic failure in elementary school puts children at risk for substance use, delinquency, teen pregnancy, school drop out, and violence later in life. Further, a child with early and persistent antisocial behavior is at risk for substance use and other problems later in life.

These two factors (academic failure and early engagement in antisocial behavior) indicate that prevention programs should begin early in a student's schooling. Programs that can effectively target the needs of the school population will help to decrease the level of risk, thereby decreasing problem behaviors later in schooling. The Utah data will be important for schools, in that it will help them target the problem behaviors and student populations which are at the greatest need for services.

As with the community and family domains, bonding at the school level also decreases risk and increases protection. When students have healthy relationships with their teachers, when they feel as if they are able to play an active role in their classes and in their school, and when they receive encouragement and support, they are more bonded to their school and their commitment to school is less likely to falter.

Definitions of all school domain risk factors, as well as scores for the school domain are provided on the next pages. The table below shows the links between the school risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 9

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	

Early and Persistent Antisocial Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Boys who are aggressive in grades K-3 are at higher risk for substance abuse and delinquency. When a boy's aggressive behavior in the early grades is combined with isolation or withdrawal, there is an even greater risk of problems in adolescence. This increased risk also applies to aggressive behavior combined with hyperactivity or attention deficit disorder.

This risk factor also includes persistent antisocial behavior in early adolescence, like misbehaving in school, skipping school, and getting into fights with other children. Young people, both girls and boys, who engage in these behaviors during early adolescence are at increased risk for drug abuse, delinquency, teen pregnancy, school dropout, and violence.

Academic Failure in Elementary School

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Beginning in the late elementary grades, academic failure increases the risk of drug abuse, delinquency, violence, teen pregnancy, and school dropout. Students fail for many reasons. It appears that *the experience of failure*, not necessarily the student's ability, increases the risk of problem behaviors.

Lack of Commitment to School

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Lack of commitment to school means the young person has ceased to see the role of student as a viable one. Young people who have lost this commitment to school are at higher risk for all five problem behaviors.

School Risk and Protective Factor Scales

Risk Factors

There are two risk factor scales for the school domain -- Academic Failure and Low Commitment to School. Rates for both risk factors were slightly below the 7-state norm for the middle school and high school samples. The highest risk factor scores for the school domain were for 8th grade Academic Failure (41.0% at risk) and 9th grade Low Commitment to School (44.3% at risk).

Risk factor rates are very close for all grades, indicating that in the school domain, students are equally effected by the risk factors. For the middle school and high school samples, risk scores were approximately 3% to 6% lower than the 7-state norm.

Protective Factors

There are also two protective factor scales for the school domain -- School Opportunities for Prosocial Involvement and School Rewards for Prosocial Involvement. The protective factor rates in this domain were higher than the 7-state norm, though they are the lowest protective factor rates of all four domains. This indicates that while rates are still above the 7-state norm, more attention could be focused in fostering protection in the school domain. The rates closest to the 7-state norm were the rates of Rewards for Prosocial Involvement where middle school rates were only approximately 3% above the 7-state norm, and high school rates were only 4% above the norm. Opportunities for prosocial involvement were higher -- middle school students had rates approximately 6% above the 7-state norm, and high school students had rates approximately 13% above the norm.

Table 10

School Domain	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total
Percent of Students At Risk in the Following Risk Factor Scales									
Academic Failure	39.1	37.1	41.0	38.9	38.1	40.2	38.0	39.2	38.8
Low Commitment to School	36.8	40.2	35.5	44.3	36.9	39.8	39.7	37.4	40.1
Percent of Students With Protection in the Following Protective Factor Scales									
Opportunities for Prosocial Involvement	60.1	64.6	64.3	60.1	71.0	75.0	69.6	62.9	69.1
Rewards for Prosocial Involvement	63.5	61.3	53.5	57.5	64.7	66.6	52.3	59.2	60.4

Figure 11

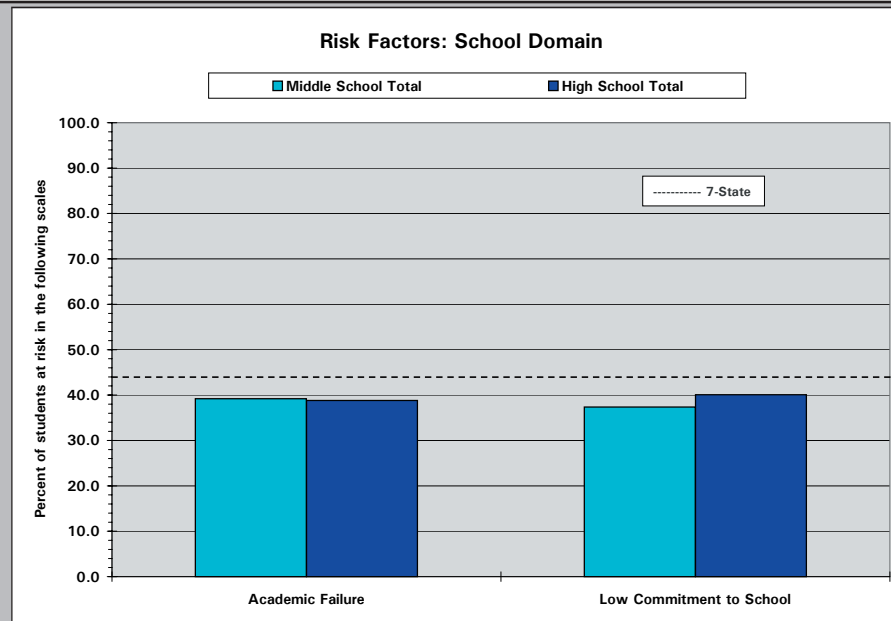
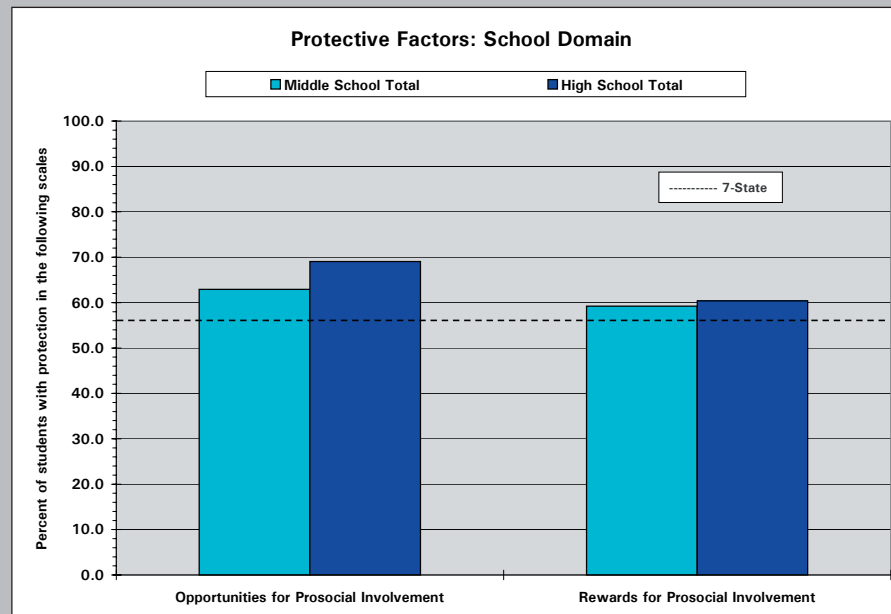


Figure 12



Peer/Individual Risk and Protective Factors

The final domain of a student's life -- peer/individual -- consists of much more than mere peer pressure. While students are at risk for problem behaviors when they have friends who are engaging in unfavorable behaviors; or their friends have favorable attitudes toward the behaviors (i.e. it is seen as "cool"); the peer/individual domain also consists of several factors which spring from the individual. For example, students who are depressed, rebellious, or who feel alienation are more likely to use drugs and show antisocial behavior. Other constitutional factors also play a part in whether or not a student is at risk for ATOD use or antisocial behaviors.

Definitions of all peer/individual domain risk and protective factors, as well as a description of individual characteristics, bonding, and healthy beliefs and clear standards, are presented in this section. Also in this discussion of peer/individual risk factors, scores for the scales in this domain are provided in the form of tables and charts. The table below shows the links between the peer/individual risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

Table 11

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓
Depressive Symptoms	✓	✓			
Intention to Use ATODs	✓				

Alienation, Rebelliousness, and Lack of Bonding to Society (Linked to Substance Abuse, Delinquency, and School Dropout)

Young people who feel they are not part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk of drug abuse, delinquency, and school dropout.

Friends Who Engage in the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

Youth who associate with peers who engage in problem behaviors are much more likely to engage in the same problem behaviors. This is one of the most consistent predictors of youth problem behaviors that the research has identified. Even when young people come from well-managed families and do not experience other risk factors, just hanging out with those who engage in problem behaviors greatly increases their risks. However, young people who experience a low number of risk factors are less likely to associate with those who are involved in problem behaviors.

Favorable Attitudes Toward the Problem Behavior (Linked to Substance Abuse, Delinquency, Teen Pregnancy, and School Dropout)

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places them at higher risk.

Early Initiation of the Problem Behavior

(Linked to Substance Abuse, Delinquency, Teen Pregnancy, School Dropout, and Violence)

The earlier young people begin using drugs, committing crimes, engaging in violent activity, becoming sexually active, and dropping out of school, the greater the likelihood that they will have problems with these behaviors later on. For example, research shows that young people who initiate drug use before age fifteen are at twice the risk of having drug problems as those who wait until after age nineteen.

Depressive Symptoms

(Linked to Substance Abuse and Delinquency)

Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors. Because they are depressed, these individuals have difficulty in identifying and engaging in pro-social activities. They consequently do not gain recognition for demonstrating positive behaviors or develop attachments to their schools or communities. On this Utah survey, youth who scored highest on the items measuring depressive symptoms also scored significantly higher on all of the drug use questions (see Table 33 and Figure 33 in the Survey Results section).

Intention to Use ATODs

(Linked to Substance Abuse)

Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.

Gang Involvement

(Linked to Substance Abuse, Delinquency, School Dropout, and Violence)

Youth who belong to gangs are more at risk for antisocial behavior and drug use. The risk factors associated with gang involvement are well known as many gang-related crimes and events are covered by local media. Gang membership has been linked to violence, shootings, destruction of public property, and involvement in other illegal behaviors including distribution of drugs.

Constitutional Factors

(Linked to Substance Abuse, Delinquency, and Violence)

Constitutional factors are factors that may have a biological or physiological basis. These factors are often seen in young people with behaviors such as sensation-seeking, low harm-avoidance, and lack of impulse control. These factors appear to increase the risk of young people abusing drugs, engaging in delinquent behavior, and/or committing violent acts.

Some young people who are exposed to multiple risk factors do not become substance abusers, juvenile delinquents, teen parents, or school dropouts. Balancing the risk factors are protective factors, those aspects of people's lives that counter risk factors or provide buffers against them. They protect by either reducing the impact of the risks or by changing the way a person responds to the risks. A key strategy to counter risk factors is to enhance protective factors that promote positive behavior, health, well-being, and personal success. Research indicates that protective factors fall into three basic categories: Individual Characteristics, Bonding, and Healthy Beliefs and Clear Standards.

Individual Characteristics

Research has identified four individual characteristics as protective factors. These attributes are considered to be inherent in the youngster and are difficult, if not impossible, to change. They consist of:

Gender. Given equal exposure to risks, girls are less likely to develop health and behavior problems in adolescence than are boys.

A Resilient Temperament. Young people who have the ability to quickly adjust to or recover from misfortune or changes are at reduced risk.

A Positive Social Orientation. Young people who are good natured, enjoy social interactions, and elicit positive attention from others are at reduced risk.

Intelligence. Bright children are less likely to become delinquent or drop out of school. However, *intelligence does not protect against substance abuse.*

Bonding

Research indicates that one of the most effective ways to reduce children's risk is to strengthen their bond with positive, pro-social family members, teachers, or other significant adults, and/or pro-social friends. Children who are *attached* to positive families, friends, schools, and their community, and who are *committed* to achieving the goals valued by these groups, are less

likely to develop problems in adolescence. Children who are bonded to others who hold healthy beliefs are less likely to do things that threaten that bond, such as use drugs, commit crimes, or drop out of school. For example, if children are attached to their parents and want to please them, they will be less likely to risk breaking this connection by doing things of which their parents strongly disapprove. Studies of successful children who live in high risk neighborhoods or situations indicate that strong bonds with a care giver can keep children from getting into trouble. Positive bonding makes up for many disadvantages caused by risk factors or environmental characteristics.

Healthy Beliefs and Clear Standards

Bonding is only part of the protective equation. Research indicates that another group of protective factors falls into the category of healthy beliefs and clear standards. The people with whom children are bonded need to have *clear, positive standards for behavior*. The content of these standards is what protects young people. For example, being opposed to youth alcohol and drug use is a standard that has been shown to protect young people from the damaging effects of substance abuse risk factors. Children whose parents have high expectations for their school success and achievement are less likely to drop out of school. Clear standards against criminal activity and early, unprotected sexual activity have a similar protective effect.

The negative effects of risk factors can be reduced when schools, families, and/or peer groups teach young people healthy beliefs and set clear standards for their behavior. Examples of healthy beliefs include believing it is best for children to be drug and crime free and to do well in school. Examples of clear standards include establishing clear no drug and alcohol family rules, establishing the expectation that a youngster does well in school, and having consistent family rules against problem behaviors.

Peer/Individual Risk and Protective Factor Scales

Risk Factors

Unlike the school domain where the risk scores were similar for each grade, for many risk factors in the peer/individual domain, the risk increases with increased grade level. For example, in the Friends' Use of Drugs risk factor, 14.6% of 6th graders, 14.8% of 7th graders, 17.6% of 8th graders, 17.5% of 9th graders, 19.9% of 10th graders, 23.0% of 11th graders, and 17.5% of 12th graders were at risk. The gradual increase in risk overtime is similar to the increase in drug and alcohol use that usually also occurs with increased grade level. Other factors such as Early Initiation of Antisocial Behavior and Interaction With Antisocial Peers also increased with increased grade level.

The highest levels of risk are found when looking at the Sensation Seeking scale for 6th graders (67.1% at risk) and 9th graders (62.9% at risk). When looking at the middle school sample in comparison to the high school sample, it appears that middle school students are at higher risk for Sensation Seeking (62.9% at risk for middle school and 57.2% at risk for high school) and for Intention to Use (17.8% at risk for middle school and 14.2% at risk for high school). For all other scales in the Peer/Individual Domain, high school students are at higher risk.

In comparison to the 7-state norm, Utah risk factor scores are below the norm. The only factor that is higher than the 7-state norm is Sensation Seeking (middle school and high school samples). Scales that are close to the 7-state norm are the Depression scale and Interaction With Antisocial Peers. Factors that are significantly lower than the norm are Early Initiation of Antisocial Behavior and Drug Use, Attitudes Favorable to Drug Use, Perceived Risk of Drug Use, Friends' Use of Drugs, Rewards for Antisocial Behavior, Intention to Use, and Gang Involvement.

Protective Factors

There are three protective factor scales for the Peer/Individual domain — Religiosity, Social Skills, and Belief in Moral Order. For all three factors, Utah protection was well above the 7-state norm. All rates were above the 7-state norm line by approximately 16% to 23%. The highest protection rate for middle school students was for Social Skills (77.7% with protection), and the highest rate for high school students was Religiosity (79.1% with protection).

Table 12

Peer/Individual Domain	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total
Percent of Students At Risk in the Following Risk Factor Scales									
Rebelliousness	42.6	34.2	30.9	35.8	37.1	39.4	34.9	36.0	36.8
Early Initiation of Antisocial Behavior	18.9	20.2	24.8	30.5	30.1	32.8	31.3	21.3	31.2
Early Initiation of Drug Use	17.9	9.7	13.8	17.9	16.9	21.8	19.6	14.0	19.1
Attitudes Favorable to Antisocial Behavior	30.5	27.4	25.4	28.2	35.3	38.3	36.1	27.8	34.5
Attitudes Favorable to Drug Use	11.5	11.7	12.8	16.8	16.1	16.0	15.6	12.0	16.1
Perceived Risk of Drug Use	19.5	20.2	20.2	23.3	16.8	21.4	23.6	19.9	21.2
Interaction with Antisocial Peers	29.8	27.3	37.6	41.9	41.1	44.3	41.6	31.8	42.2
Friends' Use of Drugs	14.6	14.8	17.6	17.5	19.9	23.0	17.5	15.7	19.5
Sensation Seeking	67.1	62.8	58.7	62.9	55.5	55.3	55.3	62.9	57.2
Rewards for Antisocial Behavior	19.4	21.1	28.3	25.2	21.9	24.1	32.8	23.0	25.9
Depression Scale	38.3	40.5	39.4	44.3	45.7	44.1	38.0	39.4	43.0
Intention to Use ATODs	23.0	16.2	13.8	14.4	16.4	14.1	12.0	17.8	14.2
Gang Involvement	11.3	11.6	11.9	12.3	11.6	12.7	10.7	11.6	11.8
Percent of Students With Protection in the Following Protective Factor Scales									
Religiosity	73.8	79.3	78.2	80.4	75.9	72.4	88.1	77.0	79.1
Social Skills	80.0	73.8	78.8	72.0	72.7	69.3	77.2	77.7	72.7
Belief in Moral Order	73.2	71.7	73.7	77.6	75.3	74.1	63.3	72.9	72.6

Figure 13

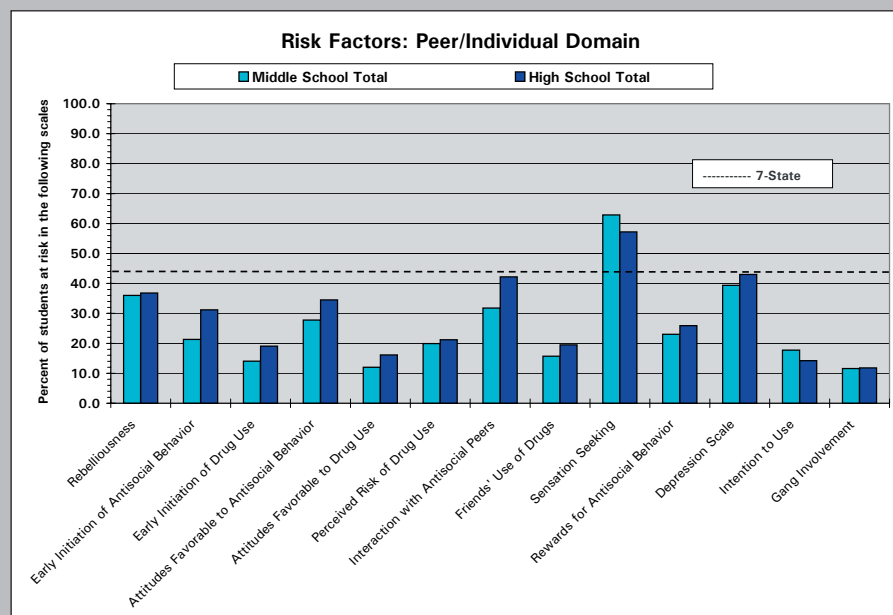
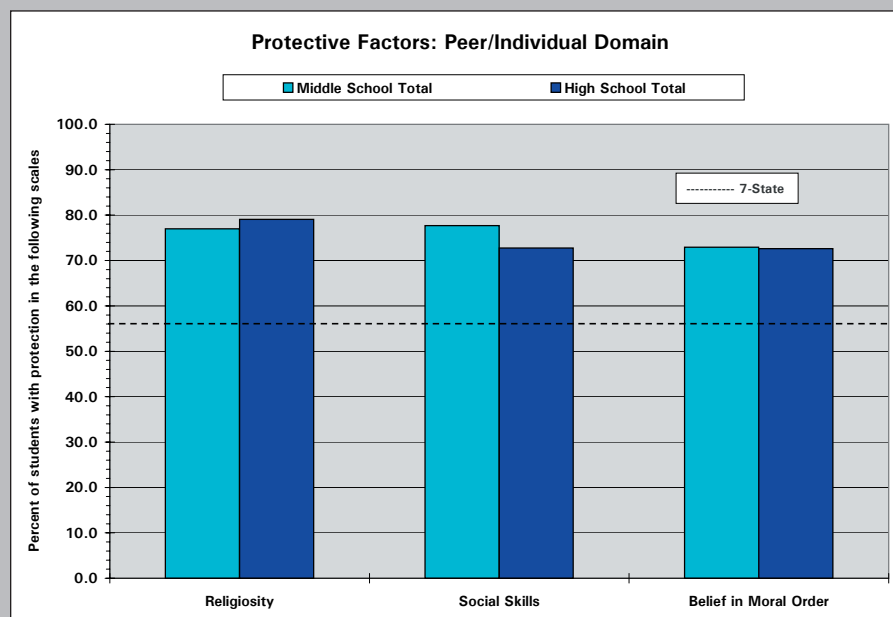


Figure 14



Section 3: Survey Results

Age of Initiation

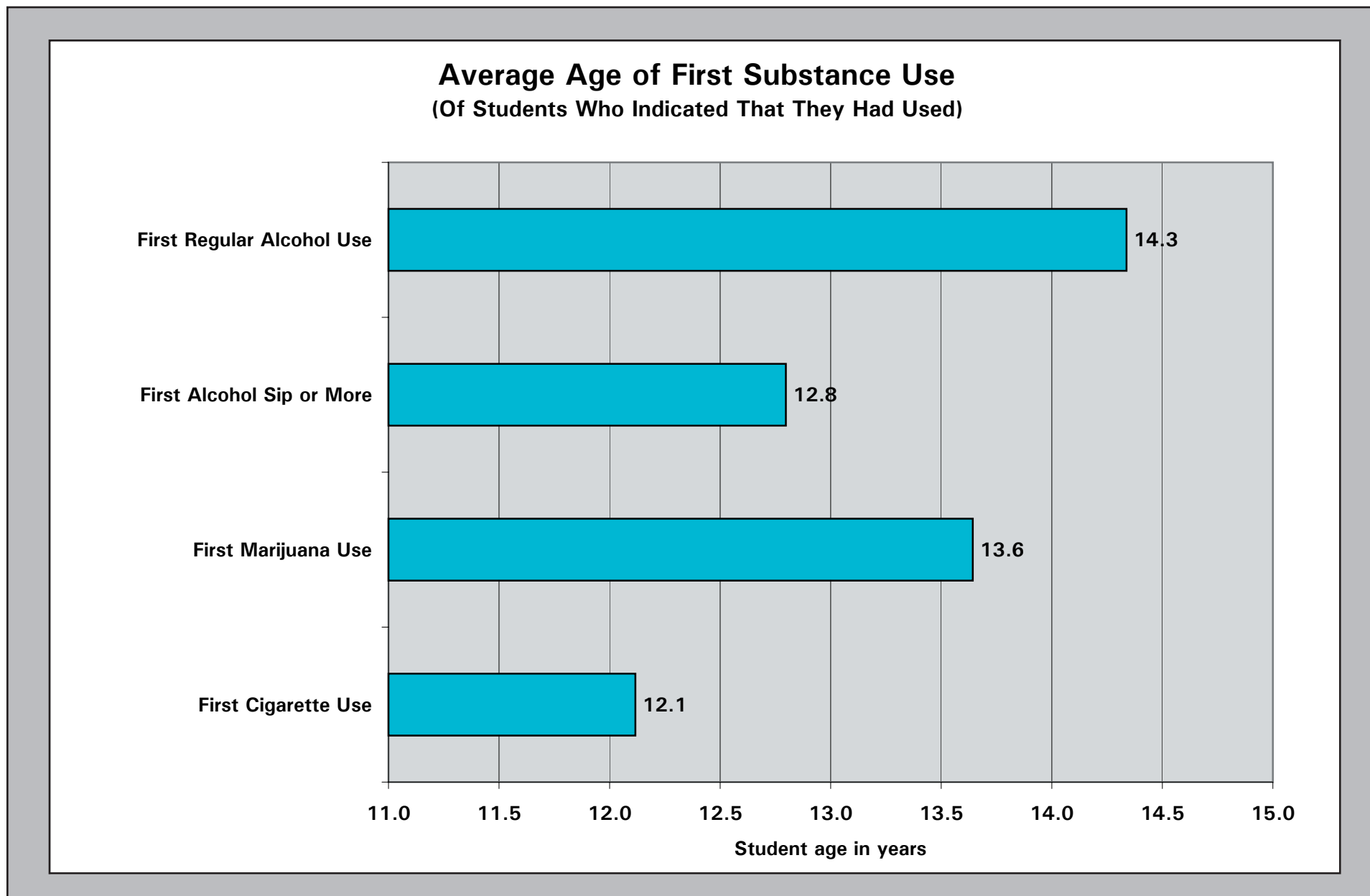
Utah students were asked to report when, if ever, they first used ATODs. In calculating the average age of initiation, only the ages indicated by students who had used the substance before were taken into account.

The results show that students begin using cigarettes before using any other substance. Of the students who had used cigarettes, the average age of first use was 12.1 years. A period of one and a half years separates the age of first sip of alcohol and the first regular alcohol use, with the first sip occurring at 12.8 years, and the first regular use of alcohol at 14.3 years. The results also show that students begin trying marijuana earlier than one would think. Of the students who had used marijuana, the average age of first use was 13.6 years — less than a year before students indicated that they had begun drinking regularly.

Table 13

Age of Initiation	
Drug Used	Average Age of First Use (Of Students Who Indicated That They Had Used)
First Cigarette Use	12.1
First Marijuana Use	13.6
First Alcohol Sip or More	12.8
First Regular Alcohol Use	14.3

Figure 15



Lifetime ATOD Use, By Grade

Utah Lifetime Usage

Lifetime use is seen as a good measure of youth experimentation with alcohol, tobacco, and other drugs. If a student indicates that they have used a substance at least once in their lifetime, the results of this lifetime use are reported in this section. As can be seen in Table 14 and Figure 16, the most common substances used are alcohol (28.5% of Utah survey participants have used at least once), cigarettes (18.4% have used), marijuana (13.0% have used), and inhalants (11.7% have used).

Utah Results Compared to National Results

Utah results can be compared to the National Monitoring the Future (MTF) survey results for grades 8, 10, and 12. Comparing Utah to MTF shows that fewer Utah survey participants in most grades have had lifetime experience with most substances than the national sample. The only exceptions where Utah students used more substances were with 12th grade inhalant use (11.8% for Utah compared to 11.7% for MTF) and 12th grade heroin use (3.3% for Utah compared to 1.7% for MTF). All other substances were lower in Utah.

A review of Table 14 shows that for almost all substances, Utah students have had less experience with a given drug than other students in the nation. For alcohol, cigarettes, and marijuana, Utah students use at a rate that is approximately one-half that of students nationally. For example, 21.0% of 10th grade students have used cigarettes in their lifetime compared to 47.4% of the national sample. Lifetime use of inhalants by Utah students is very similar to the use rate by the national sample.

Figure 16

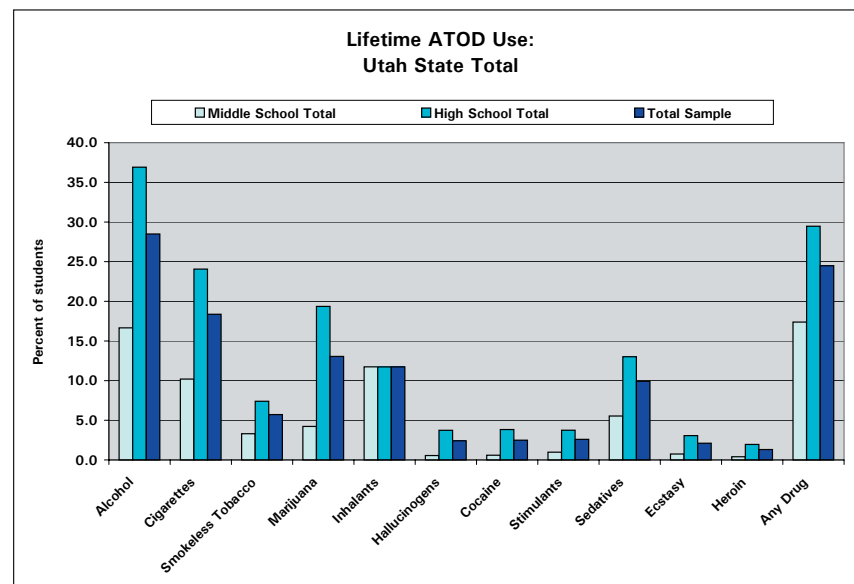


Figure 17

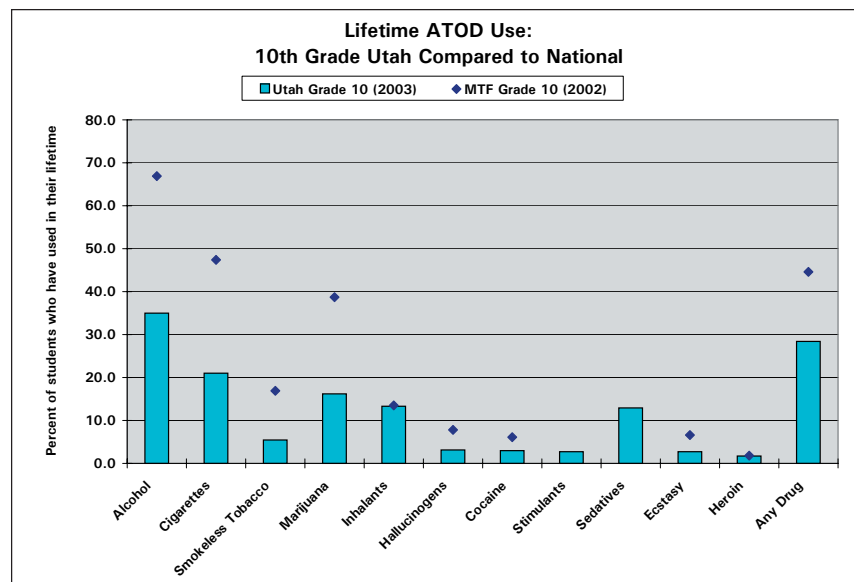


Table 14

Percentage of Utah Respondents Who Used ATODs During Their Lifetime by Grade													
Question	Utah Grade 6	Utah Grade 7	Grade 8		Utah Grade 9	Grade 10		Utah Grade 11	Grade 12		Middle School Total	High School Total	Total Sample
			Utah	MTF		Utah	MTF		Utah	MTF			
Alcohol	13.1	14.7	21.9	47.0	27.8	35.0	66.9	40.9	43.7	78.4	16.7	36.9	28.5
Cigarettes	7.2	11.0	12.6	31.4	17.9	21.0	47.4	29.5	27.5	57.2	10.2	24.1	18.4
Smokeless Tobacco	2.2	3.7	4.2	11.2	3.9	5.4	16.9	9.1	11.0	18.3	3.3	7.4	5.7
Marijuana	1.5	3.8	7.4	19.2	11.3	16.2	38.7	23.8	25.9	47.8	4.2	19.4	13.0
Inhalants	9.8	12.4	13.1	15.2	11.6	13.3	13.5	10.2	11.8	11.7	11.7	11.7	11.7
Hallucinogens	0.4	0.3	0.9	4.1	1.9	3.1	7.8	4.7	5.2	12.0	0.6	3.7	2.4
Cocaine	0.4	0.4	1.0	3.6	1.9	3.0	6.1	5.1	5.4	7.8	0.6	3.8	2.5
Stimulants	0.5	1.4	1.1	---	2.3	2.7	---	4.8	5.0	---	1.0	3.7	2.6
Sedatives	4.1	5.1	7.4	---	9.6	12.9	---	13.1	16.5	---	5.5	13.0	9.9
Ecstasy	0.5	0.4	1.4	4.3	1.6	2.7	6.6	3.2	4.7	10.5	0.7	3.1	2.1
Heroin	0.3	0.4	0.6	1.6	0.6	1.7	1.8	2.2	3.3	1.7	0.4	2.0	1.3
Any Drug	13.8	17.9	20.6	24.5	23.0	28.4	44.6	32.8	33.5	53.0	17.4	29.5	24.5
* The symbol --- is used to indicate an area where MTF data is not available.													

30-Day ATOD Use, By Grade

Utah 30-Day Usage

When looking at the percentage of students who indicated that they used ATODs in the past 30 days (Table 15 and Figure 18), an increase by grade can be generally be seen with all substances except inhalants. For example, only 0.8% of 6th graders had smoked cigarettes in the past 30 days, whereas 8.2% of 12th graders had. However, 30-day inhalant usage peaked at grade 7 (6.1%) and declined to 2.4% by grade 12. Cigarette, marijuana, stimulant, and ecstasy use gradually increased over time and peaked in grade 11.

While cigarettes are typically the second most used substance, it appears that marijuana, in most grades, is being used more often. Past month marijuana use is anywhere from 0.3% to 1.9% higher than cigarette use in the 8th, 9th, 10th, 11th, and 12th grades. For the high school sample use rate, 1.6% more students reported using marijuana in the past month than reported using cigarettes. The total use rate for the state also shows that marijuana is the second most often used substance, with 5.5% of students reporting using marijuana, and 4.6% of students reporting using cigarettes.

Utah Results Compared to National Results

Table 15 shows the percentage of Utah survey participants and youth nationwide who used ATODs in the 30 days prior to completing the survey. Fewer Utah youth have used alcohol, cigarettes, smokeless tobacco, marijuana, hallucinogens, cocaine, stimulants, sedative, ecstasy, and heroin in the past 30 days than the national sample. For example, the use rates for Utah 8th graders are two times lower for alcohol (8.6% compared to 19.6%), marijuana (2.9% compared to 8.3%), cocaine (0.4% compared to 1.1%), ecstasy (0.5% compared to 1.4%), and heroin (0.2% compared to 0.5%); three times lower for smokeless tobacco use (1.1% compared to 3.3%); and four times lower for cigarette use (2.6% compared to 10.7%) and hallucinogen use (0.3% compared to 1.2%). Inhalant use is the only area in which Utah has a higher use rate -- 5.0% of Utah 8th graders use inhalants compared to 3.8% nationally, 3.3% of 10th grade Utah students use compared to 2.4% nationally, and 2.4% of Utah 12th grade students use compared to 1.5% nationally.

Figure 19 clearly shows the difference in 30-day usage levels for the state and the nation for 10th grade students. In the chart, Utah has significantly lower levels of use for all substances except inhalants.

Figure 18

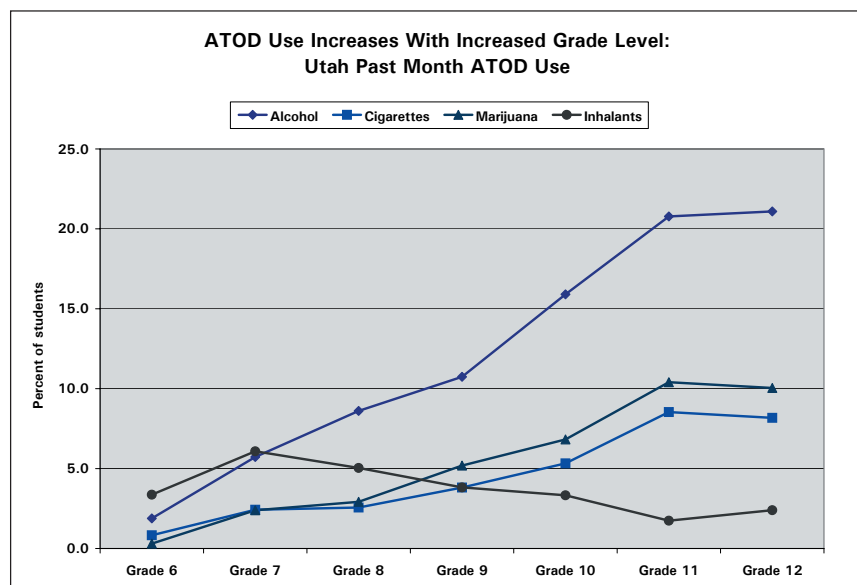


Figure 19

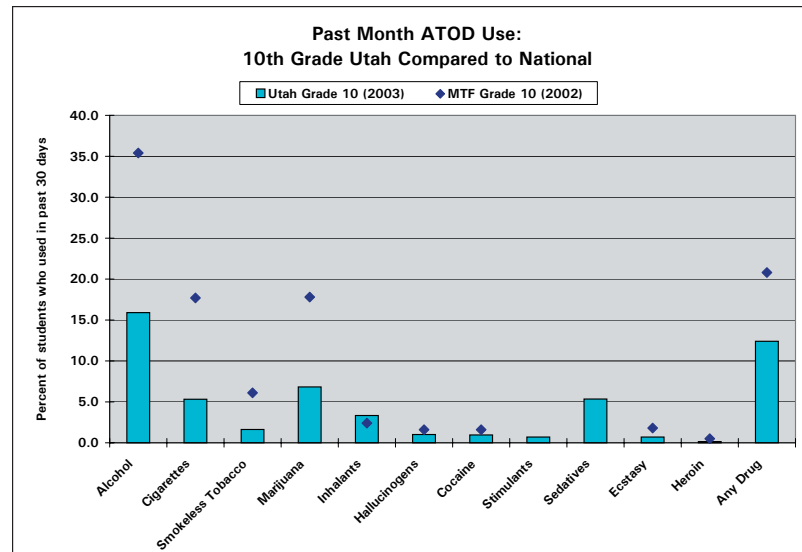


Table 15

Percentage of Utah Respondents Who Used ATODs During the Past 30 Days by Grade

Question	Utah Grade 6	Utah Grade 7	Grade 8		Utah Grade 9	Grade 10		Utah Grade 11	Grade 12		Middle School Total	High School Total	Total Sample
			Utah	MTF		Utah	MTF		Utah	MTF			
Alcohol	1.9	5.7	8.6	19.6	10.7	15.9	35.4	20.8	21.1	48.6	5.4	17.2	12.3
Cigarettes	0.8	2.4	2.6	10.7	3.8	5.3	17.7	8.5	8.2	26.7	1.9	6.5	4.6
Smokeless Tobacco	0.6	1.5	1.1	3.3	0.9	1.6	6.1	2.4	3.2	6.5	1.0	2.0	1.6
Marijuana	0.3	2.4	2.9	8.3	5.2	6.8	17.8	10.4	10.0	21.5	1.8	8.1	5.5
Inhalants	3.4	6.1	5.0	3.8	3.8	3.3	2.4	1.7	2.4	1.5	4.8	2.8	3.6
Hallucinogens	0.3	0.0	0.3	1.2	0.3	1.0	1.6	1.0	1.1	2.3	0.2	0.9	0.6
Cocaine	0.3	0.1	0.4	1.1	0.5	1.0	1.6	1.3	1.4	2.3	0.3	1.1	0.7
Stimulants	0.1	0.3	0.4	---	0.8	0.7	---	2.2	1.6	---	0.3	1.3	0.9
Sedatives	1.6	1.5	3.0	---	4.5	5.3	---	5.1	7.9	---	2.1	5.7	4.2
Ecstasy	0.1	0.0	0.5	1.4	0.7	0.7	1.8	0.8	0.7	2.4	0.2	0.7	0.5
Heroin	0.1	0.1	0.2	0.5	0.2	0.2	0.5	0.4	0.5	0.5	0.1	0.3	0.2
Any Drug	5.4	9.0	9.5	10.4	11.0	12.4	20.8	15.2	15.8	25.4	7.9	13.7	11.3

* The symbol --- is used to indicate an area where MTF data is not available.

Lifetime ATOD Use by Gender

Lifetime Usage by Gender

Table 16 on the following page shows the percentage of lifetime ATOD use for males and for females. Lifetime use is a measure of the experience that young people have had with various substances. While being female is generally considered a protective factor for substance use, it can be seen that males and females are very similar in their use of most substances and generally have substance use rates that are within one to three percent of each other. The Utah PNA survey also indicates that females are beginning to use substances more than males in certain grades. For total lifetime use, as

seen in Table 16, females have slightly higher lifetime use rates of inhalants, cocaine, stimulants, sedatives, and ecstasy. It is also interesting to note that 9th grade females have higher use rates in 10 of the 12 substance categories. The only areas in which there are significantly different use rates are with smokeless tobacco and marijuana use. Males in all grades use much more smokeless tobacco, over two times the rate of females, and more males use marijuana in nearly each grade.

Figure 20

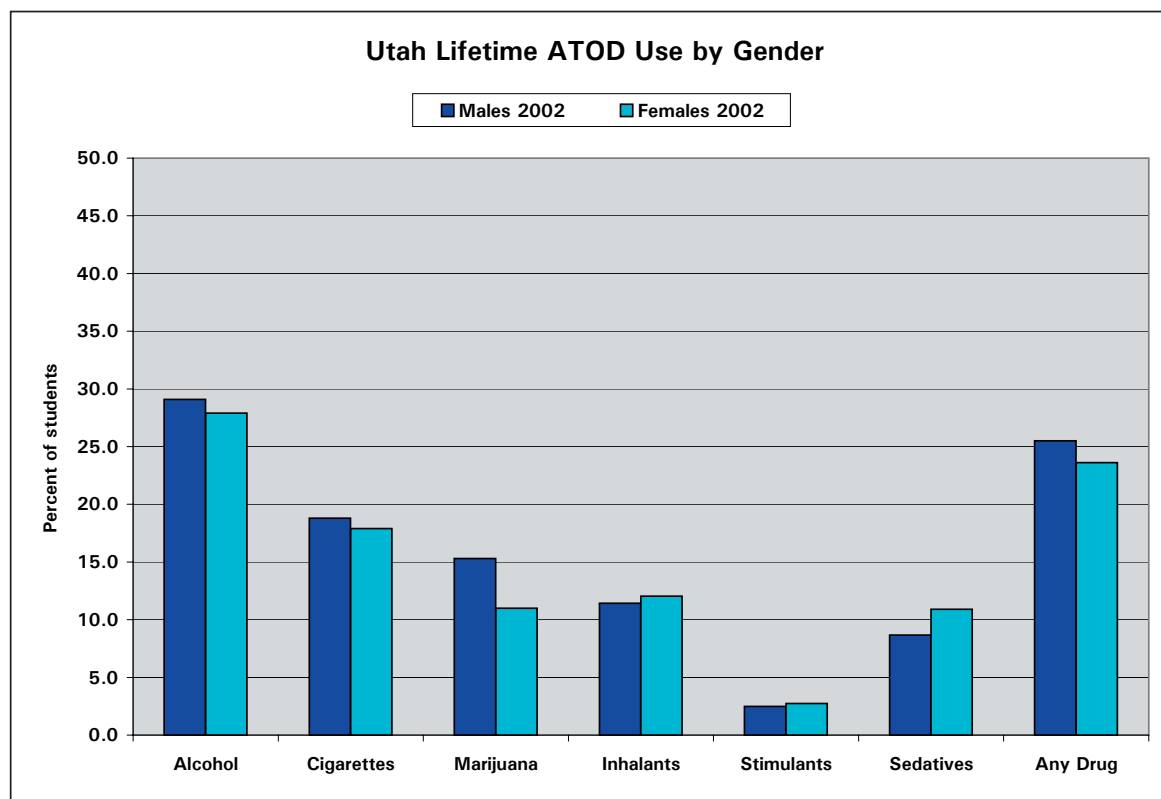


Table 16

Percentage of Males and Females by Grade Who Used ATODs During Their Lifetime																
Drug Used	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alcohol	15.0	11.4	16.1	13.5	23.5	20.5	24.4	30.4	34.5	35.1	41.0	41.1	47.2	40.3	29.1	27.9
Cigarettes	7.7	6.7	11.2	10.8	12.8	12.6	15.6	19.4	19.8	21.8	32.0	27.8	31.1	24.1	18.8	17.9
Smokeless Tobacco	3.3	1.2	5.4	1.9	5.5	3.0	5.6	2.3	9.2	2.6	12.8	6.2	17.6	4.6	8.6	3.2
Marijuana	1.7	1.3	5.2	2.6	8.5	6.5	11.0	11.2	18.2	14.6	28.4	20.4	33.0	18.9	15.3	11.0
Inhalants	10.0	9.8	11.8	13.2	10.6	15.4	9.6	13.5	13.8	12.8	9.6	10.9	14.7	9.0	11.4	12.0
Hallucinogens	0.7	0.1	0.4	0.2	0.8	1.2	1.9	1.9	3.2	3.1	5.8	4.0	6.5	3.8	2.8	2.1
Cocaine	0.4	0.3	0.1	0.7	0.9	1.2	1.6	2.0	3.2	2.9	4.3	5.9	5.8	4.8	2.4	2.6
Stimulants	0.5	0.4	1.1	1.8	1.1	1.2	1.8	2.9	2.6	3.0	4.7	5.0	5.5	4.6	2.5	2.7
Sedatives	3.9	4.1	5.0	5.2	6.0	8.5	7.0	11.2	9.6	15.5	11.8	14.3	16.6	16.3	8.7	10.9
Ecstasy	0.7	0.3	0.4	0.2	1.4	1.3	1.3	1.9	2.1	3.1	2.0	4.3	5.1	4.3	1.9	2.3
Heroin	0.1	0.4	0.5	0.2	0.9	0.3	0.4	0.7	1.9	1.6	2.3	2.2	4.5	2.0	1.5	1.1
Any Drug	14.0	13.6	18.2	17.9	19.6	21.4	20.3	24.9	28.6	28.2	36.2	30.5	40.3	27.0	25.5	23.6

30-Day ATOD Use by Gender

30-Day Usage by Gender

Table 17 on the following page shows the percentage of ATOD use in the past 30 days by males and females in grades 6 through 12. Total rates of 30 day use are very similar, though 30-day marijuana usage rates for all males were 2.8% higher than for all females (7.0% compared to 4.2%). The 30-day usage rate of smokeless tobacco is also significantly higher for males (2.8% for males compared to 0.6% for females).

As with lifetime use, females show slightly higher total 30-day use rates for inhalants, cocaine, stimulants, and sedatives. Additionally, female use rates are slightly higher than male use rates in 5 of the 12 substance categories for the 8th and 10th grades, 8 of the 12 categories for the 9th grade, and 6 of the 12 categories for the 11th grade.

It appears that females in grades 8 to 11 are using substances at a similar or greater rate than males. However, the 12th grade rates show that male use increased since the 11th grade in nearly every category, while female use decreased, and differences of 0.9% to 9.1% appeared between males and females. For example, while 21.1% of 11th grade females and 20.7% of 11th grade males used alcohol in the past month, 16.8% of 12th grade females and 25.5% of 12th grade males reported using alcohol in the past month. Similar differences between 11th and 12th grade males and females are seen for other substances as well.

Figure 21

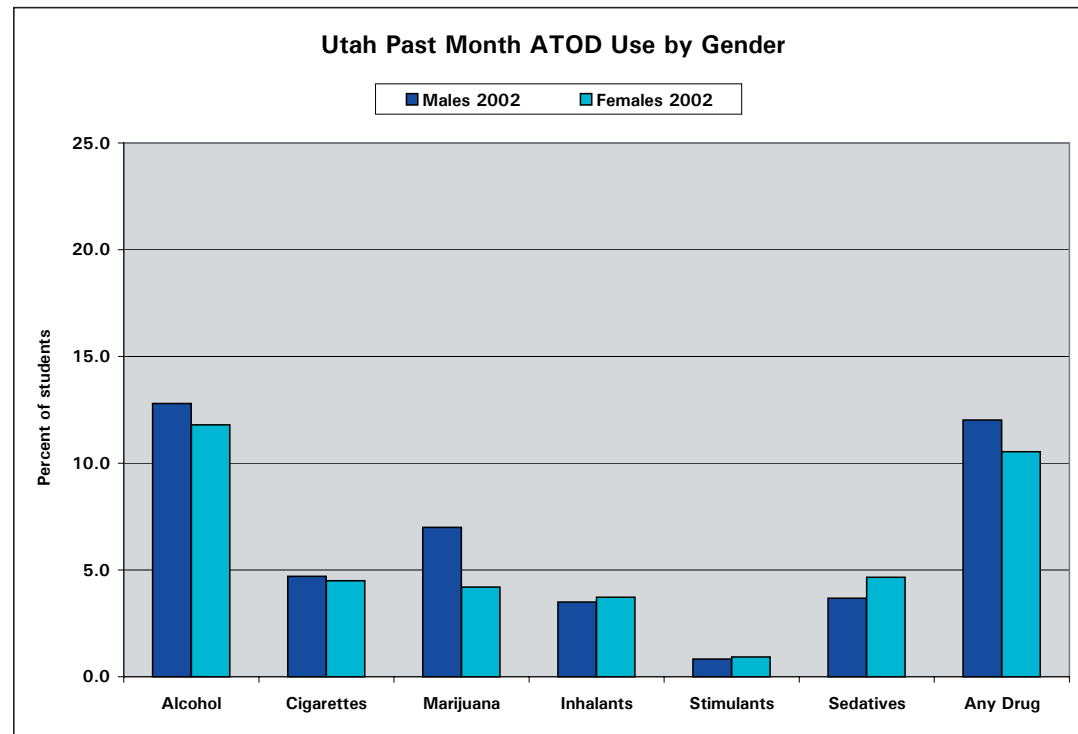


Table 17

Percentage of Males and Females by Grade Who Used ATODs During The Past 30 Days																
Drug Used	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alcohol	2.0	1.8	7.1	4.7	8.9	8.6	8.5	12.4	16.3	15.5	20.7	21.1	25.5	16.8	12.8	11.8
Cigarettes	1.0	0.6	2.9	2.2	2.7	2.4	2.7	4.4	4.7	5.7	8.8	8.4	9.6	6.8	4.7	4.5
Smokeless Tobacco	0.9	0.4	2.1	0.9	1.8	0.5	1.4	0.4	3.2	0.5	4.4	0.8	5.8	0.4	2.8	0.6
Marijuana	0.4	0.2	3.4	1.6	3.8	2.2	5.3	4.6	8.5	5.7	13.2	8.3	14.3	5.8	7.0	4.2
Inhalants	3.8	2.9	6.3	6.1	4.0	6.2	2.7	4.9	3.2	3.4	1.3	2.1	3.6	1.0	3.5	3.7
Hallucinogens	0.3	0.2	0.0	0.0	0.2	0.4	0.5	0.1	0.6	1.3	1.2	1.0	1.5	0.6	0.6	0.6
Cocaine	0.3	0.2	0.0	0.1	0.3	0.5	0.6	0.4	1.4	0.6	0.6	2.0	1.1	1.5	0.6	0.8
Stimulants	0.2	0.0	0.3	0.3	0.4	0.3	0.7	0.9	0.7	0.7	1.9	2.4	1.5	1.6	0.8	0.9
Sedatives	1.6	1.6	2.2	1.0	2.3	3.6	3.0	5.6	3.4	6.8	3.6	6.5	9.3	6.7	3.7	4.7
Ecstasy	0.1	0.1	0.0	0.0	0.5	0.3	0.3	1.2	0.8	0.6	0.6	0.9	1.2	0.2	0.5	0.5
Heroin	0.1	0.0	0.1	0.1	0.3	0.0	0.1	0.3	0.0	0.3	0.1	0.6	0.6	0.3	0.2	0.2
Any Drug	6.0	4.9	9.8	8.5	9.0	9.9	9.2	11.9	12.6	12.3	16.7	14.2	20.4	11.3	12.0	10.5

Intention to Use ATODs

Youth were asked whether they would use cigarettes, alcohol, marijuana, or other illegal substances when they became an adult. The response categories were “NO!” (Definitely not true), “no” (Mostly not true), “yes” (Mostly true), and “YES!” (Definitely true). The percentages of students in each grade answering “YES” or “yes” to the questions are listed in Table 18.

As can be seen, an overwhelming majority of Utah youth do not intend to use alcohol, cigarettes, marijuana, or any other illegal substance when they become adults. The highest rate was for 11th grade intention to use alcohol (28.9%). The rate for intention to use marijuana was higher than intention to use cigarettes in grades 7 to 12 and in both the middle school sample (2.0% intend to smoke marijuana and 1.5% intend to smoke cigarettes) and high

school sample (6.3% intend to smoke marijuana and 3.6% intend to smoke cigarettes).

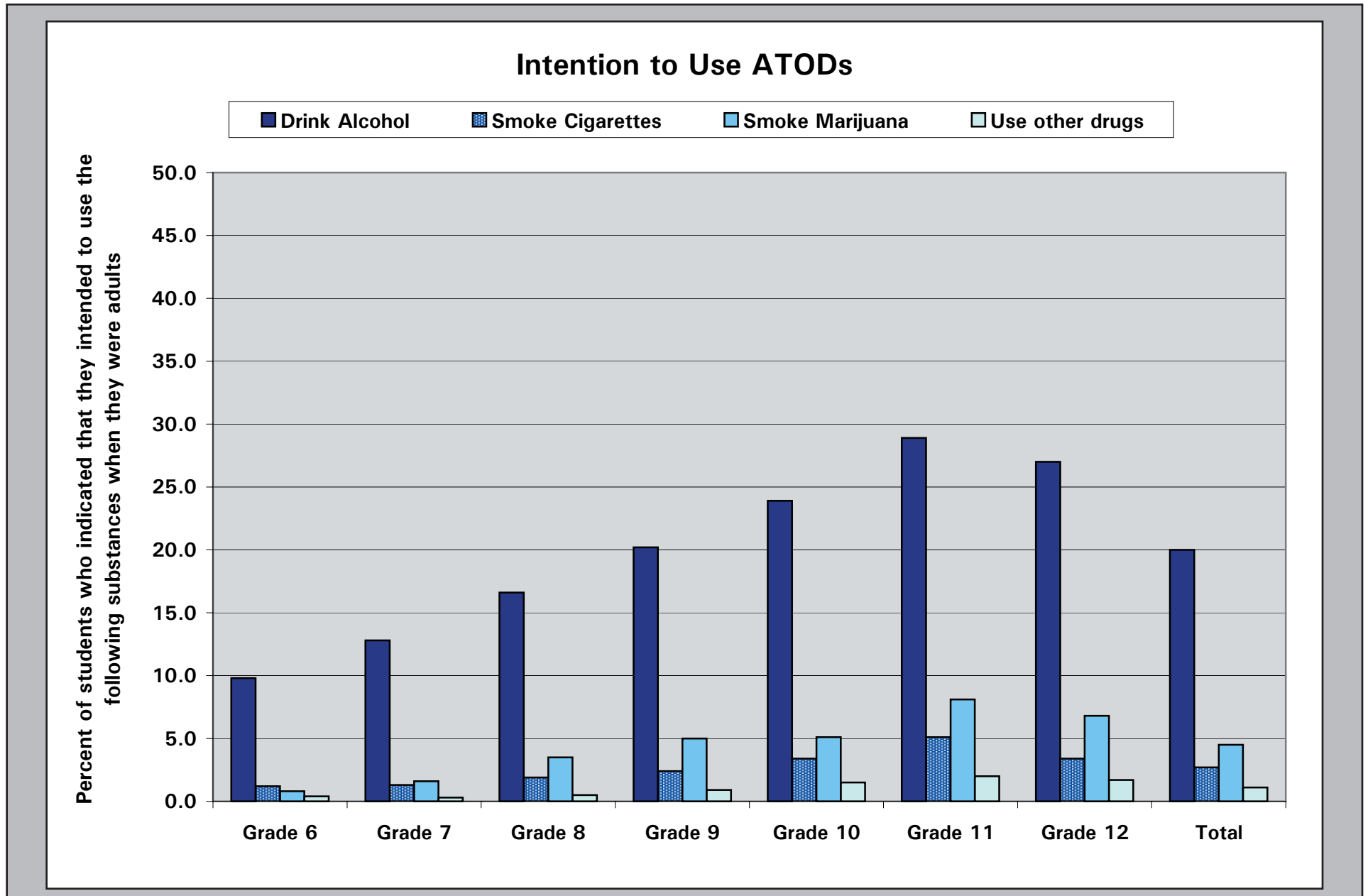
As can be seen in Figure 22, the intention to use all substances generally increases as youth get older. Rates of students’ intentions to use in each substance category peaked in grade 11.

Just as with substance use rates, students’ intentions to use ATODs increase with increased grade level. In comparing the middle and high school samples, Table 18 shows that the high school intention to use rates are approximately twice the middle school rates. Youth need prevention programs prior to the onset of substance use and then at regular intervals to maintain low rates of substance use and intention to use.

Table 18

Percentage of Youth with Intention to Use ATODs										
Question	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total	Total Sample
Drink Alcohol	9.8	12.8	16.6	20.2	23.9	28.9	27.0	13.0	25.1	20.0
Smoke Cigarettes	1.2	1.3	1.9	2.4	3.4	5.1	3.4	1.5	3.6	2.7
Smoke Marijuana	0.8	1.6	3.5	5.0	5.1	8.1	6.8	2.0	6.3	4.5
Use LSD, cocaine, amphetamines or other illegal drugs	0.4	0.3	0.5	0.9	1.5	2.0	1.7	0.4	1.5	1.1

Figure 22



Multiple Drug Use

The percentage of youth who use various substances individually and in combination with other substances is shown in Table 19. “Any substance” is defined as using one or more of the eleven substances measured by the survey. The percentage of students in grade 12 who used at least one substance in the 30 days prior to completing the survey was 28.0%. The categories of alcohol, marijuana, and tobacco are contained in other tables in this report, but are shown here for reference. For many substances, there is a significant increase in the use rate from grade 6 to grade 7 (as many youth transition to middle school), and from 9 to grade 10 (when students transition to high school). These findings indicate that efforts to prevent substance use must start before grade 7 and include booster sessions in grades 8 and 9 to help prevent the increase in drug use as students move into high school.

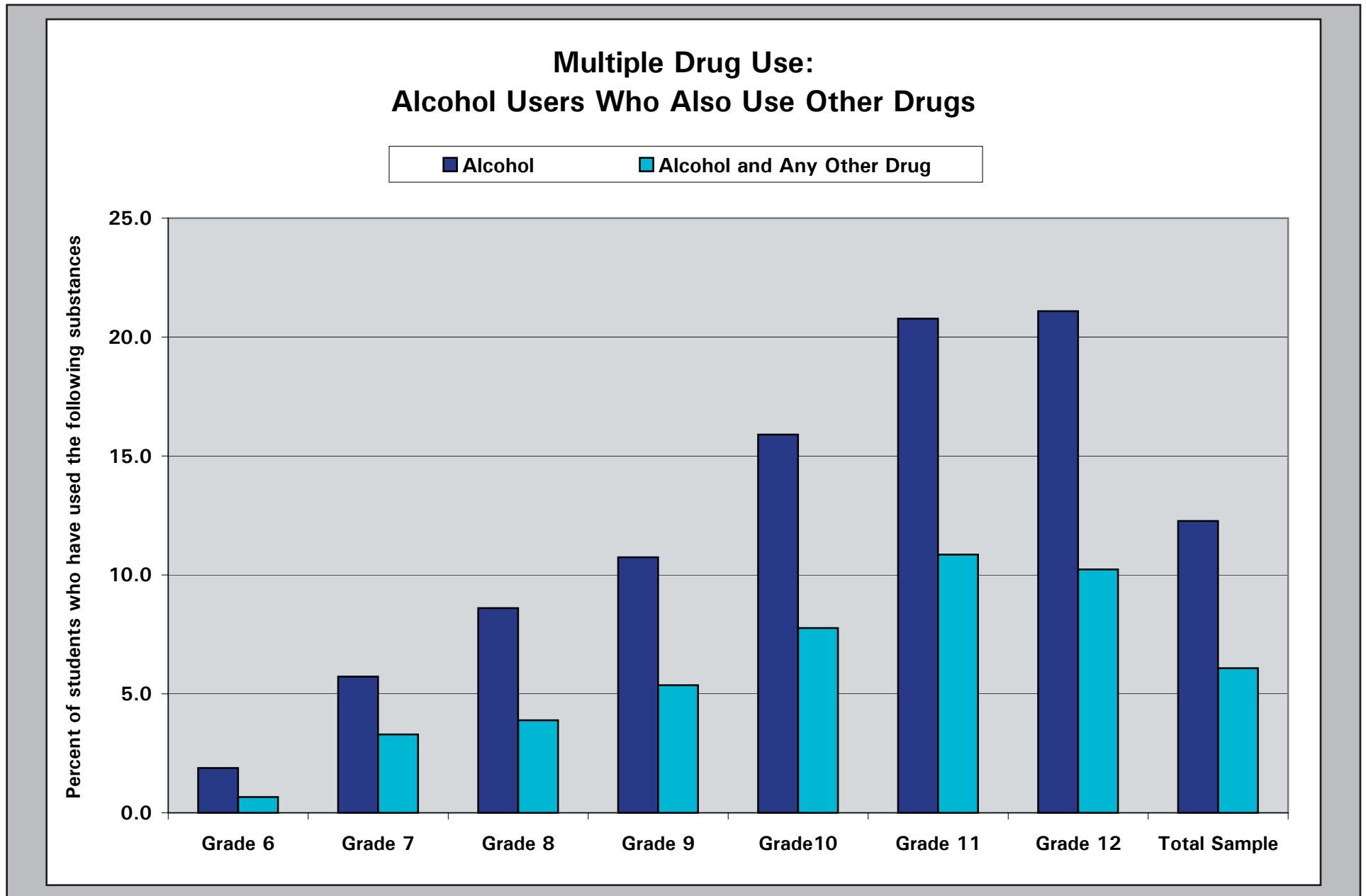
Many of the individuals who use marijuana also use alcohol. For example, the total percentage using marijuana in the past 30 days is 5.5% and those using alcohol and marijuana in the past 30 days is 4.2%. Thus, only 1.3% of those using marijuana do not also use alcohol.

A review of alcohol use and any drug use (not including tobacco use) during the past 30 days (displayed in Figure 23) shows that nearly one-half of the youth who use alcohol also use an illegal drug (12.3% alcohol use compared to 6.1% alcohol and any drug use).

Table 19

Percentage Using Multiple Drugs in the Past 30 Days										
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total	Total Sample
Any Substance	7.3	13.0	15.7	17.3	21.9	26.6	28.0	11.9	23.5	18.8
Alcohol	1.9	5.7	8.6	10.7	15.9	20.8	21.1	5.4	17.2	12.3
Cigarettes	0.8	2.4	2.6	3.8	5.3	8.5	8.2	1.9	6.5	4.6
Smokeless Tobacco	0.6	1.5	1.1	0.9	1.6	2.4	3.2	1.0	2.0	1.6
Tobacco (cig. or smokeless)	1.3	3.3	2.9	4.4	6.3	9.5	9.4	2.5	7.4	5.4
Marijuana	0.3	2.4	2.9	5.2	6.8	10.4	10.0	1.8	8.1	5.5
Tobacco and Alcohol	0.4	1.5	1.4	2.5	4.3	7.5	7.4	1.1	5.4	3.6
Tobacco and Marijuana	0.1	1.3	0.7	2.0	3.0	5.0	4.2	0.6	3.6	2.4
Alcohol and Marijuana	0.2	1.3	2.1	3.0	5.4	8.5	8.1	1.2	6.3	4.2
Marijuana and Tobacco and Alcohol (all three)	0.1	0.5	0.6	1.2	2.5	4.6	3.9	0.4	3.1	1.9
Alcohol and Any Other Drug	0.7	3.3	3.9	5.4	7.8	10.9	10.2	2.6	8.6	6.1
Tobacco and Any Other Drug	0.6	1.8	1.3	3.0	4.0	5.9	6.0	1.2	4.7	3.3

Figure 23



Perceived Harmfulness and Availability of ATODs

Perceived Harmfulness

When students perceive that a substance is harmful, they are less likely to use it. The PNA survey asked students, "How much do you think people risk harming themselves (physically or in other ways) if they" smoked cigarettes heavily, tried marijuana, smoked marijuana regularly, or drank alcohol regularly. Response categories were that the previously named substance categories placed them at "No Risk," "Slight Risk," "Moderate Risk," or "Great Risk." Perceived harmfulness is a measure of the students who indicated that using certain substances places people at "Great Risk" for health and other problems.

In comparing the middle school and high school samples, middle school students have higher perceived harmfulness of trying marijuana once or twice, smoking marijuana regularly, or drinking one or two alcoholic beverages nearly every day; while high school students perceived greater harmfulness of smoking one or more packs of cigarettes a day. In all grades, the highest perceived harmfulness was for heavy cigarette smoking (76.9% to 81.1% perceived risk), and the least perceived harmfulness was for trying marijuana once or twice (31.1% to 51.1% perceived risk).

In all grades (8, 10, and 12), Utah survey participants perceived greater harmfulness than MTF survey participants in heavy smoking, trying marijuana once or twice, smoking marijuana regularly, and drinking alcohol

regularly. The greatest difference is seen in the percent of students who perceived great risk in drinking one or two alcoholic beverages every day. For example, while only 21.0% of 12th grade students in the national survey perceived a great risk, 55.9% of Utah 12th grade students perceived a great risk. Such findings are consistent with the lower alcohol, cigarette, and marijuana use by Utah youth.

Figure 24

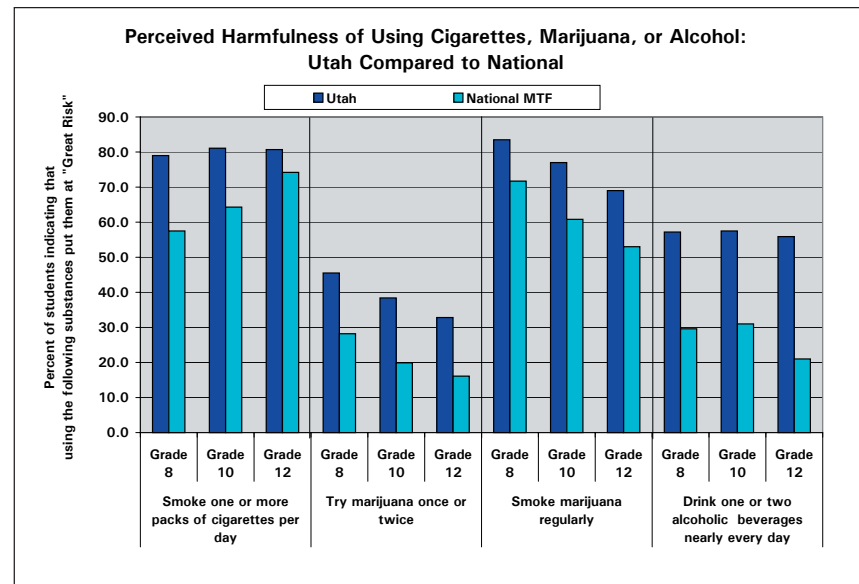


Table 20

Percentage of Utah (2003) and Monitoring the Future (2002) Respondents Who Perceive that Using the Five Categories of Substances Places People at “Great Risk”													
Question	Utah Grade 6	Utah Grade 7	Grade 8		Utah Grade 9	Grade 10		Utah Grade 11	Grade 12		Middle School Total	High School Total	Total Sample
			Utah	MTF		Utah	MTF		Utah	MTF			
Smoke one or more packs of cigarettes per day	76.9	80.3	79.0	57.5	79.8	81.1	64.3	78.0	80.7	74.2	78.6	79.9	79.4
Try marijuana once or twice	46.7	51.1	45.5	28.2	47.0	38.4	19.9	31.1	32.8	16.1	47.5	37.2	41.5
Smoke marijuana regularly	83.8	84.1	83.5	71.7	79.8	77.0	60.8	69.6	69.0	53.0	83.8	73.8	77.9
Drink one or two alcoholic beverages nearly every day	57.9	60.3	57.2	29.6	60.9	57.5	31.0	55.7	55.9	21.0	58.4	57.5	57.8

Perceived Availability

Availability of ATODs has been linked to substance abuse and violence. On the survey questionnaire, a question asked if the participant wanted to get cigarettes, alcoholic beverage, marijuana, or other drugs (cocaine, LSD, or amphetamines) “how easy would it be to get some”. The response choices were, “Very Hard,” “Sort of Hard,” “Sort of Easy,” and “Very Easy.” Table 21 contains the percentage of youth who reported that it was “Sort of Easy” or “Very Easy” to get the substances.

Perceived availability increases with increased grade level. For example, while only 14.8% of 6th graders perceive alcohol as being easy to get, 73.5% of 12th graders perceive alcohol as being easy to get. By grade 12, a majority of youth also perceive cigarettes and marijuana as being easy to get, and about one-third of Utah 12th grade students (31.8%) perceive illicit drugs as being easy to get. The substance that students perceive as most easy to get is alcohol, with 45.5% of all Utah students having the perception that alcohol is easy to get.

The results reveal that Utah survey participants do not perceive any type of drug as being as easy to get as do the youth from the national sample. In all categories, and for all grades, there is a 12.8% to 35.0% difference in perceived availability between Utah results and national results. This difference is illustrated in Figure 25, which looks at the perceived availability of students in grades 8, 10, and 12 in the Utah and national surveys.

Figure 25

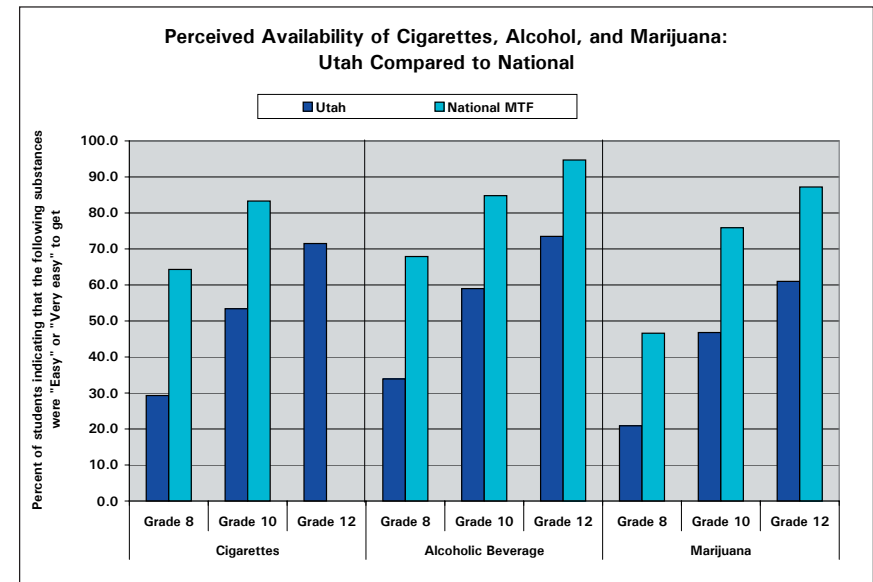


Table 21

Percentage of Utah (2003) and Monitoring the Future (2002) Respondents Who Perceive the Four Substances as “Sort of Easy” or “Very Easy” to Get													
Question	Utah Grade 6	Utah Grade 7	Grade 8		Utah Grade 9	Grade 10		Utah Grade 11	Grade 12		Middle School Total	High School Total	Total Sample
			Utah	MTF		Utah	MTF		Utah	MTF			
Cigarettes	14.3	20.7	29.3	64.3	38.8	53.4	83.3	64.0	71.5	---	21.5	57.0	42.6
Alcoholic beverage	14.8	21.6	33.9	67.9	42.1	59.0	84.8	66.8	73.5	94.7	23.6	60.6	45.5
Marijuana	5.9	12.2	20.9	46.6	31.3	46.8	75.9	59.7	61.0	87.2	19.3	49.8	34.9
Cocaine, LSD, or Amphetamines	3.7	5.6	10.7	---	15.9	23.6	---	30.0	31.8	---	6.7	25.4	17.9

Heavy Substance Use and Other Antisocial Behavior by Grade and Gender

For Utah's youth, the antisocial behavior with the highest rate was going to school while drunk or high at least once in the past year (4.5% of middle school students, 12.7% of high school students). Other antisocial behaviors that a high percentage of high school students participated in were binge drinking (11.1% of the high school sample) and being suspended from school (9.2% of the high school sample). The behavior that the fewest high school students participated in was smoking one or more packs of cigarettes a day (0.5% of the high school sample). The results indicate that for Utah middle school students, the antisocial problem with the highest rate is being suspended from school (7.6% of the middle school sample). The least amount of middle school students are involved in smoking one or more packs of cigarettes per day (0.2% of middle school sample).

The results also show an interesting correlation between binge drinking and past-month alcohol use. In comparing 30-day ATOD use in Table 14 (page 33) to Table 22, 5.4% of middle schoolers used alcohol in the past 30 days, while 3.5% of middle schoolers reported binge drinking; 17.2% of high schoolers reported 30-day alcohol use, while 11.1% reported binge drinking; and 12.3% of the total sample reported 30-day use, while 7.9% reported binge drinking. Such findings indicate that many of the students who do drink are drinking heavily, as over half of the students who reported having used in the past month also reported binge drinking in the past two weeks.

Male-female differences extend to heavy use of alcohol and tobacco and antisocial behavior. In dealing with these antisocial behaviors, gender differences are more marked than with regular 30-day or lifetime ATOD use. Figure 26 and Table 22 show that males engage in almost all of these behaviors more than females. Male-female differences are especially greater with school suspensions (males report rates 5.4% to 9.0% higher than females in each grade), selling illegal drugs (male rates are 0.2% to 6.6% higher than female rates), and getting arrested (male rates are 0.9% to 6.1% higher). There are several instances where female use/behavior rates were higher than male rates. Females reported higher rates of going to school while drunk or high in the 8th grade, binge drinking in the 9th grade, being drunk or high at school in the 9th grade, and smoking one or more packs of cigarettes per day for the 12th graders.

Figure 26

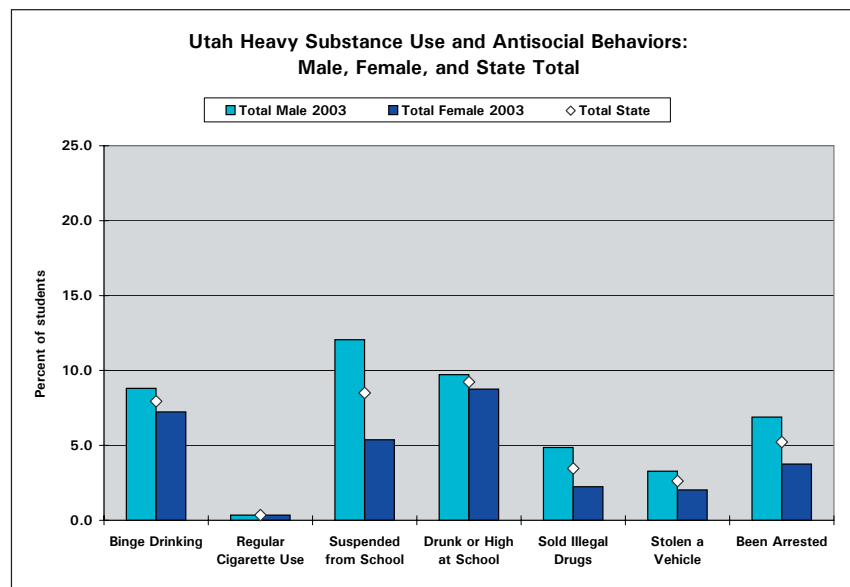


Table 22

Percentage of Males and Females Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year															
Drug Used / Antisocial Behavior	Grade 6			Grade 7			Grade 8			Grade 9			Grade 10		
	Male	Female	State	Male	Female	State	Male	Female	State	Male	Female	State	Male	Female	State
Binge Drinking	1.9	1.8	1.8	4.2	2.6	3.3	5.8	4.7	5.2	5.6	7.9	6.8	10.2	8.6	9.3
Smoking 1+ Packs of Cigarettes a Day	0.0	0.0	0.0	0.1	0.7	0.4	0.3	0.0	0.2	0.3	0.2	0.3	0.2	0.2	0.2
Suspended from School	9.6	2.2	5.7	10.8	5.1	7.7	14.2	5.2	9.5	15.6	10.3	12.9	12.1	5.6	8.5
Drunk or High at School	2.8	2.5	2.7	4.3	4.0	4.2	6.1	7.0	6.6	6.4	10.2	8.6	12.2	10.6	11.4
Sold Illegal Drugs	0.4	0.2	0.3	1.3	0.7	0.9	2.1	1.1	1.6	4.0	2.1	3.1	6.1	2.9	4.3
Stolen a Vehicle	1.5	0.9	1.1	1.8	1.9	1.9	2.6	2.0	2.3	4.1	2.9	3.4	4.6	4.1	4.4
Been Arrested	2.6	1.1	1.8	2.6	1.7	2.1	6.9	2.6	4.7	7.2	6.3	6.7	7.5	5.4	6.5
Drug Used / Antisocial Behavior	Grade 11			Grade 12			Middle School Total			High School Total			Total Sample		
	Male	Female	State	Male	Female	State	Male	Female	Total	Male	Female	Total	Male	Female	State
Binge Drinking	14.7	12.5	13.4	18.3	11.4	14.8	3.9	3.0	3.5	12.2	10.1	11.1	8.8	7.2	7.9
Smoking 1+ Packs of Cigarettes a Day	0.7	0.5	0.5	0.5	1.0	0.8	0.2	0.2	0.2	0.4	0.4	0.5	0.3	0.3	0.3
Suspended from School	11.6	5.5	8.3	10.2	4.0	7.0	11.6	4.1	7.6	12.4	6.3	9.2	12.1	5.4	8.5
Drunk or High at School	16.0	14.1	14.8	19.7	12.1	15.8	4.4	4.5	4.5	13.6	11.8	12.7	9.7	8.8	9.2
Sold Illegal Drugs	9.6	4.7	6.9	10.3	3.7	6.9	1.3	0.6	0.9	7.5	3.4	5.3	4.9	2.2	3.5
Stolen a Vehicle	4.1	0.9	2.3	4.2	1.6	2.8	2.0	1.5	1.8	4.2	2.4	3.2	3.3	2.0	2.6
Been Arrested	10.4	4.6	7.2	10.5	4.4	7.4	4.1	1.8	2.9	8.9	5.2	6.9	6.9	3.8	5.2

Handguns and Violence

The issue of youth violence is becoming a problem for communities, schools, and families. The survey has several questions about handguns and violent behavior, and Table 23 lists the questions concerning possession of handguns by grade, and Table 24 lists questions concerning violence.

It is clear that responses to most of the questions show a very low percentage of students who reported carrying handguns or taking them to school. However, with such subject matter, even low percentages should be taken seriously by schools and communities. For example, 0.5% of the students sampled reported taking a handgun to school in the past 12 months. In regard to carrying a handgun in general, 4.1% of students reported carrying a handgun in the past 12 months, and 5.2% reported carrying a handgun in their lifetime. Further, many students believe that they wouldn't be caught by their parents (18.5%) or by the cops (38.6%) if they carried a handgun. On a more positive note, however, only 3.3% of students think that they would be seen as cool if they carried a handgun. Most students (76.3%) also perceived that it would be difficult to get a handgun if they wanted one.

When looking at the results by grade, 12th graders reported the highest rate of taking a handgun to school in the past year (1.0%), believing it was not all wrong to take a handgun to school (1.2%), believing it was easy to get a gun (34.8%), believing that their parents wouldn't know if they carried a handgun (33.6%), and the police wouldn't catch someone carrying a handgun (54.5%). Ninth graders reported the highest rates of carrying a handgun in their lifetime (6.2%) and in the past year (4.4%)

Figure 27

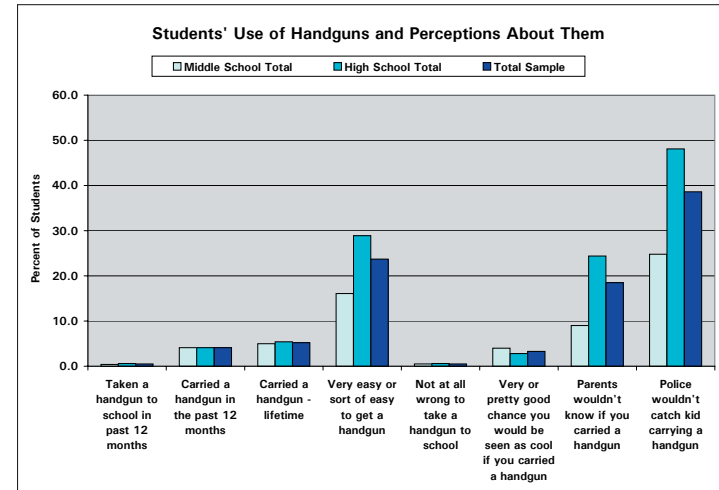


Table 23

Percentage of Youth Who Responded to Questions About Handguns										
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total	Total Sample
Taken a handgun to school in past 12 months	0.3	0.5	0.3	0.4	0.7	0.5	1.0	0.4	0.6	0.5
Carried a handgun in the past 12 months	4.3	4.3	3.7	4.4	4.0	3.9	4.2	4.1	4.1	4.1
Carried a handgun - lifetime	5.0	5.2	4.9	6.2	5.1	5.9	4.5	5.0	5.4	5.2
Very easy or sort of easy to get a handgun	11.8	16.0	20.5	23.0	26.5	31.2	34.8	16.1	28.9	23.7
Not at all wrong to take a handgun to school	0.3	0.6	0.6	0.5	0.6	0.0	1.2	0.5	0.6	0.5
Very or pretty good chance you would be seen as cool if you carried a handgun	3.0	4.6	4.6	3.2	2.8	2.2	2.9	4.0	2.8	3.3
Parents wouldn't know if you carried a handgun	6.3	9.2	11.4	13.7	23.1	26.5	33.6	9.0	24.4	18.5
Police wouldn't catch kid carrying a handgun	18.5	25.5	30.6	39.9	47.1	50.9	54.5	24.8	48.1	38.6

The Utah PNA Survey also asked several questions about youths' violent behaviors and attitudes towards violence. Table 24 and Figure 28 also show the questions that relate to violence. A review of the responses reveals that 13.1% of the youth in Utah reported having attacked someone with the idea of seriously hurting them at some point in their lifetime, and approximately one in ten (10.8% of students) reported attacking someone in the past 12 months. However, only a small percentage (1.6%) believe that it isn't at all wrong to attack someone to seriously hurt them. Though these results show that violent students are the minority, there's no denying that there are many youth in Utah who believe that violence is an acceptable way to resolve problems and are willing to hurt another person.

When looking at the results by grade, 12th graders had the highest rates of attacking someone in their lifetime (15.0%) and believing it was not wrong at all to attack someone to seriously hurt them (2.0%). Utah 10th graders reported the highest rates of attacking someone in the past year (12.0%) and believing it was not wrong at all to pick a fight (6.0%). Eighth graders reported the highest incidence of having belonged to a gang (4.7%). As many of these antisocial behaviors and positive attitudes towards violence begin and peak in earlier grades, it appears that middle school aged children should be the target group for antisocial behavior prevention programs.

Figure 28

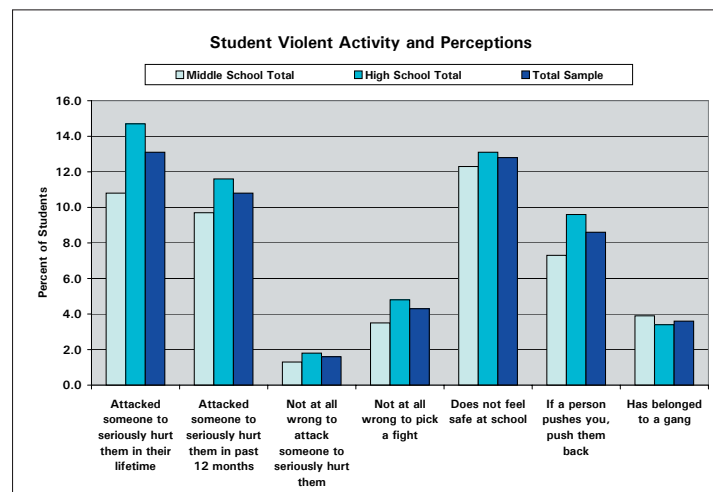


Table 24

Total Number and Percentage of Youth Who Responded to Questions About Violence and Gangs										
	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Middle School Total	High School Total	Total Sample
Attacked someone to seriously hurt them in their lifetime	9.5	10.4	12.3	14.6	14.4	14.9	15.0	10.8	14.7	13.1
Attacked someone to seriously hurt them in past 12 months	9.0	9.5	10.7	11.3	12.0	11.9	11.2	9.7	11.6	10.8
Not at all wrong to attack someone to seriously hurt them	1.2	1.2	1.5	1.7	1.9	1.8	2.0	1.3	1.8	1.6
Not at all wrong to pick a fight	2.1	3.9	4.7	4.6	6.0	4.0	4.6	3.5	4.8	4.3
I do not feel safe at my school (response of "NO" or "no" to the statement "I feel safe at my school")	8.4	13.0	15.7	23.0	12.2	9.2	8.4	12.3	13.1	12.8
If a person pushes you, push them back	5.0	7.8	9.1	10.5	9.1	8.6	10.3	7.3	9.6	8.6
Has belonged to a gang	3.1	3.8	4.7	3.6	4.1	3.9	2.2	3.9	3.4	3.6

Section 4: Factors Related to Substance Use

School Achievement and Substance Use

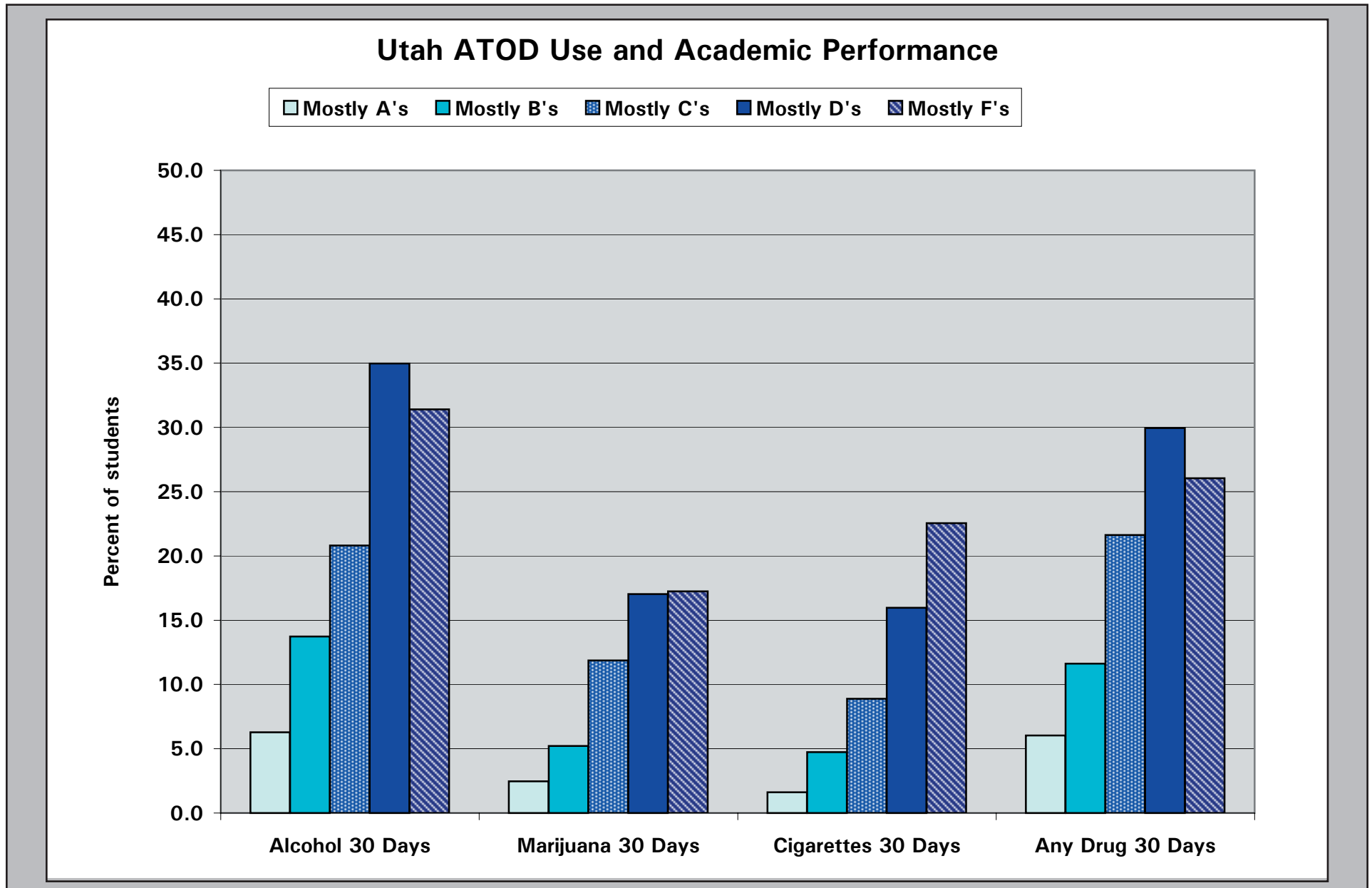
Table 25 and Figure 29 show a clear relationship between substance use and school grades. Of the students who report getting better grades, fewer have tried ATODs and fewer are currently using ATODs than those who report poorer grades. Compared to students making A's, failing ("F") students indicated use rates that were approximately 3 times higher for lifetime alcohol use, 5 times higher for 30-day alcohol use, approximately 7 times higher for lifetime and 30-day marijuana use, 6 times higher for lifetime cigarette use, 14 times higher for 30-day cigarette use, and approximately 4 times higher for lifetime and 30-day any drug use.

Obviously, the students getting A's are more invested in the education process and more bonded to school. The challenge of prevention programs is to develop methods of keeping all students interested in learning and feeling attached to school. A survey of 1,000 youth on probation in Utah found that even though the probationers received poor grades and were often suspended from school, they still believed that education was important. Thus, many youth with lower grades have not given up on school and the education process, but are not able to succeed in a traditional school setting.

Table 25

Percentage Using ATODs by Academic Performance					
Drugs Used	Academic Grades				
	Mostly A's	Mostly B's	Mostly C's	Mostly D's	Mostly F's
Alcohol Lifetime	17.0	32.5	47.1	57.5	56.7
Alcohol 30 Days	6.3	13.7	20.8	35.0	31.4
Marijuana Lifetime	5.6	13.8	26.0	40.6	40.1
Marijuana 30 Days	2.5	5.2	11.9	17.0	17.2
Cigarettes Lifetime	8.3	21.0	34.4	45.9	54.1
Cigarettes 30 Days	1.6	4.7	8.9	16.0	22.6
Any Drug Lifetime	14.7	26.8	40.3	56.7	54.1
Any Drug 30 Days	6.0	11.6	21.6	30.0	26.0

Figure 29



Father's Education and Youth Substance Use

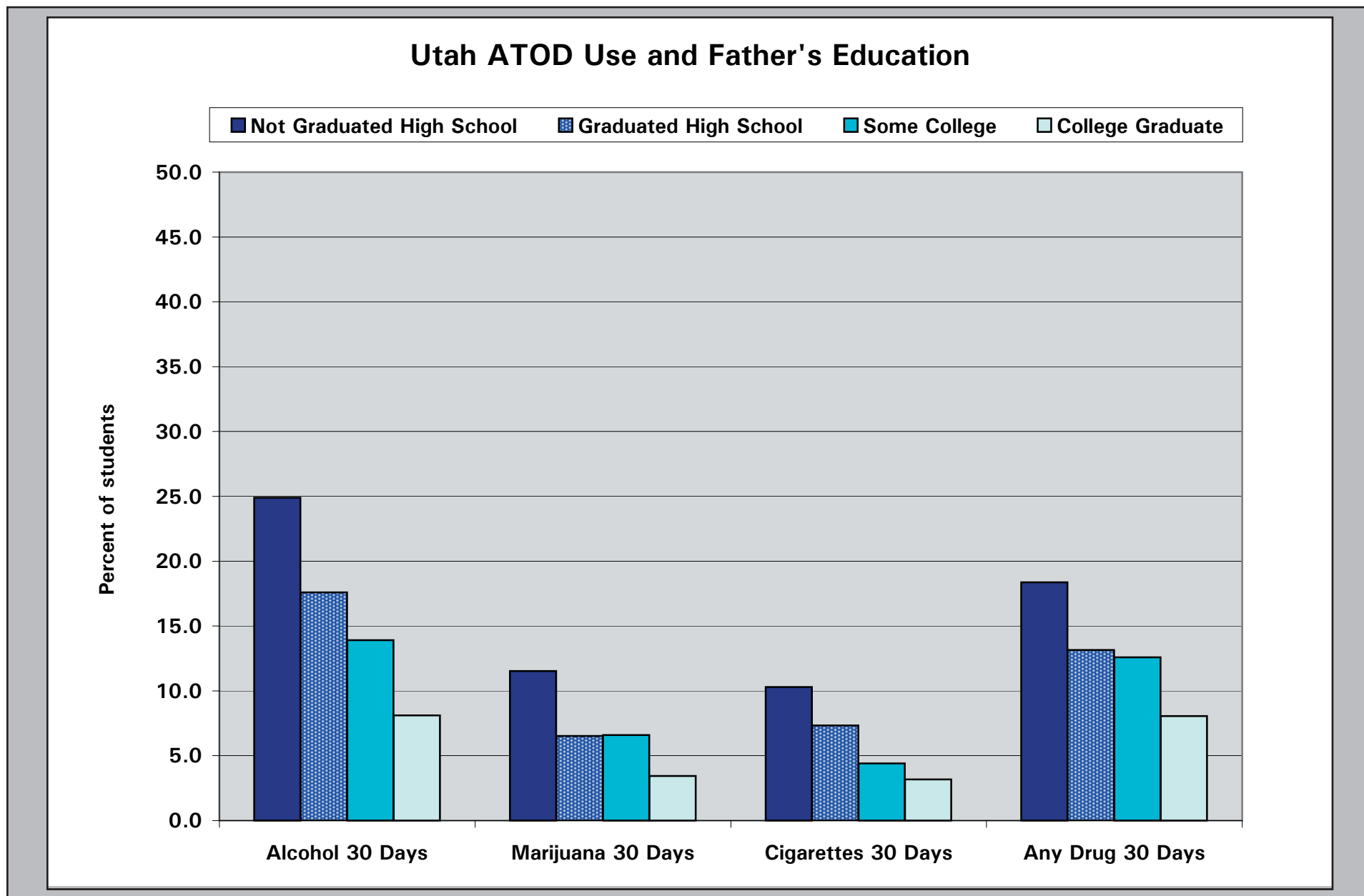
Research has shown that one of the best indicators of socioeconomic level is the parents' education. While substance use by the father's education is shown in Table 26 and Figure 30, analysis using the mother's education shows similar results.

Like academic performance, there is a direct relationship between parent education and drug use, with lower levels of parent education corresponding with higher levels of youth drug use. Comparing youth whose fathers did not graduate from high school to those whose fathers were college graduates shows those whose fathers did not graduate high school have approximately double the use rate of lifetime alcohol use, lifetime any drug use, and 30-day any drug use; and approximately 3 times the use rates of 30-day alcohol use, lifetime marijuana use, 30-day marijuana use, lifetime cigarette use, and 30-day cigarette use. Thus, higher socioeconomic levels appear to be related to less substance use among all categories of drugs.

Table 26

Percentage Using ATODs by Father's Education				
Drugs Used	Father's Education			
	Not Graduated High School	Graduated High School	Some College	College Graduate
Alcohol Lifetime	49.1	39.5	31.7	19.5
Alcohol 30 Days	24.9	17.6	13.9	8.1
Marijuana Lifetime	25.9	16.8	15.1	8.9
Marijuana 30 Days	11.5	6.5	6.6	3.4
Cigarettes Lifetime	33.8	26.0	18.4	11.7
Cigarettes 30 Days	10.3	7.3	4.4	3.2
Any Drug Lifetime	37.5	29.2	26.0	17.8
Any Drug 30 Days	18.4	13.2	12.6	8.1

Figure 30



Marijuana Use in Relation to Perceived Parental Acceptability

When parents have favorable attitudes toward drug use, they influence the attitudes and behavior of their children. For example, parental approval of young people's moderate drinking, even under parental supervision, increases the risk of the young person using marijuana. Further, in families where parents involve children in their own drug or alcohol behavior, for example, asking the child to light the parent's cigarette or to get the parent a beer, there is an increased likelihood that their children will become drug abusers in adolescence.

Table 27 and Figure 31 illustrate how even a small amount of perceived parental acceptability can lead to substance use. In the Utah PNA Survey, students were asked how wrong their parents felt it was to use different ATODs. The table to the right displays the percentage of students who have used marijuana in their lifetime and in the past 30 days in relation to their responses about their parents' acceptance of marijuana use.

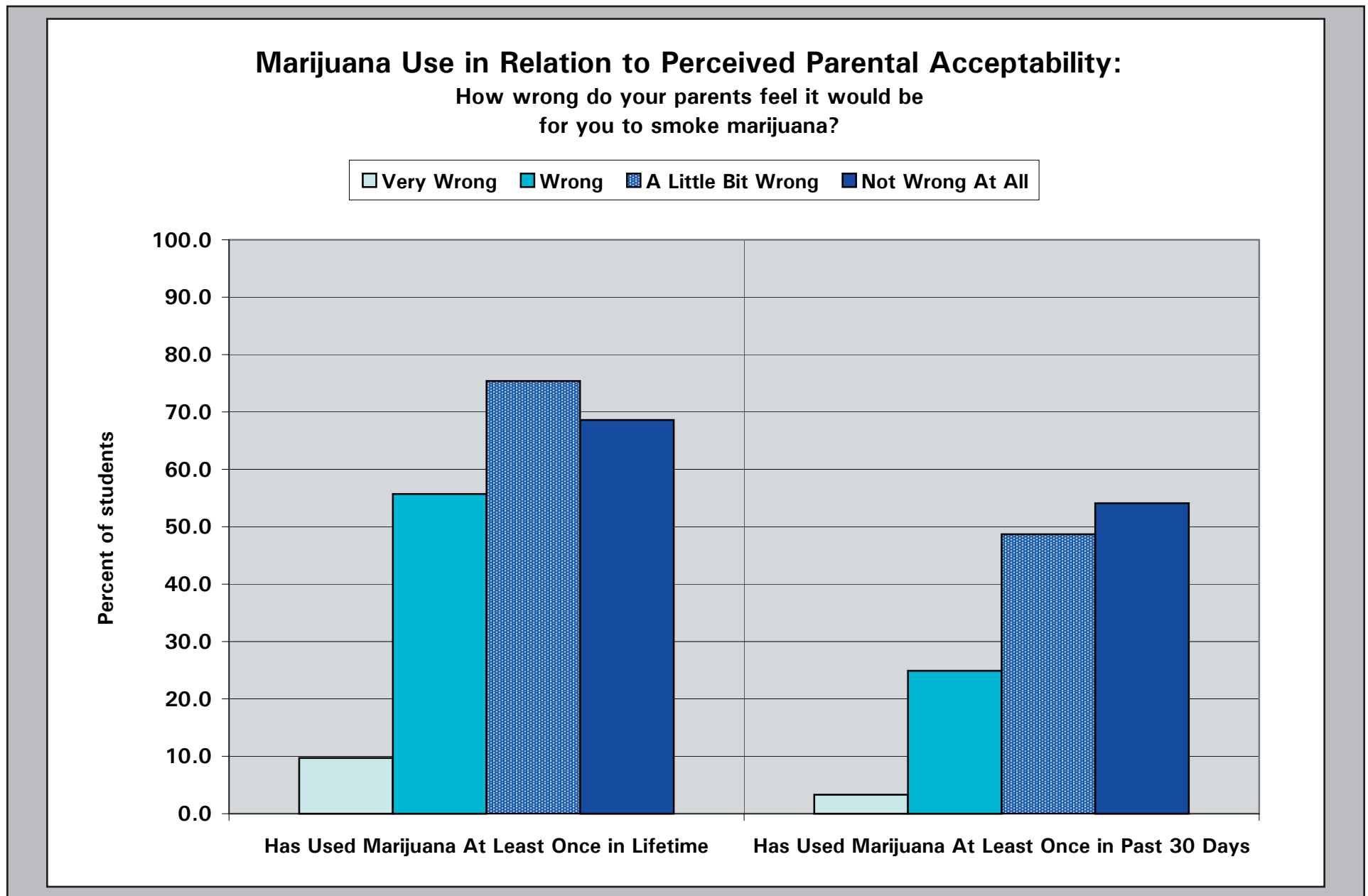
As can be seen, relatively few students (9.7% lifetime, 3.3% 30-day) whose parents think it is "Very Wrong" to use marijuana actually used the substance. In contrast, when a student believes that their parents agree with use somewhat (i.e. the parent only believes that it is "Wrong" not "Very Wrong") use skyrockets to 55.7% for lifetime use and 24.9% for 30-day use. Rates of use continue to increase as the perceived parental acceptability increases.

These results make a strong argument for the importance of parents having strong and clear standards and rules when it comes to ATOD use.

Table 27

Use in Relation to Perceived Parental Acceptability of Marijuana Use		
How wrong do your parents feel it would be for you to smoke marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
Very Wrong	9.7	3.3
Wrong	55.7	24.9
A Little Bit Wrong	75.4	48.7
Not Wrong At All	68.6	54.1

Figure 31



Marijuana Use in Relation to Perceived Peer Acceptability

During the elementary school years, children usually express anti-drug, anti-crime, pro-social attitudes. They have difficulty imagining why people use drugs, commit crimes, and drop out of school. In middle school, as others they know participate in such activities, their attitudes often shift toward greater acceptance of these behaviors. This places students at higher risk. The results provided Table 28 and Figure 32 illustrate the relation between peer acceptability and individual drug use.

As with perceived parental acceptability, the slightest perceived peer acceptability seriously increases the chance that a student will use ATODs. In this section, lifetime and 30-day marijuana use results are looked at in relation to what students thought were their chances of being seen as cool if they used marijuana.

When students thought there was “No or very little chance” that they would be seen as cool if they used marijuana, only 4.8% had tried marijuana in their lifetime and only 1.3% had used it in the last month. However, when students thought that there was even a “Little chance” that they would be seen as cool, marijuana use rates were over 6 times higher for lifetime use (31.7%) and 10 times higher for past-month use (13.0%). Students who thought that there was a “Very good chance” they would be seen as cool, were over 28 times more likely to use marijuana in the past 30 days (36.6%) than students who perceived that marijuana use was not cool (1.3%).

These results illustrate how peer acceptability puts youth at risk for ATOD use, and suggests that a good way to decrease use is to get students to reduce the perceived acceptability of drugs.

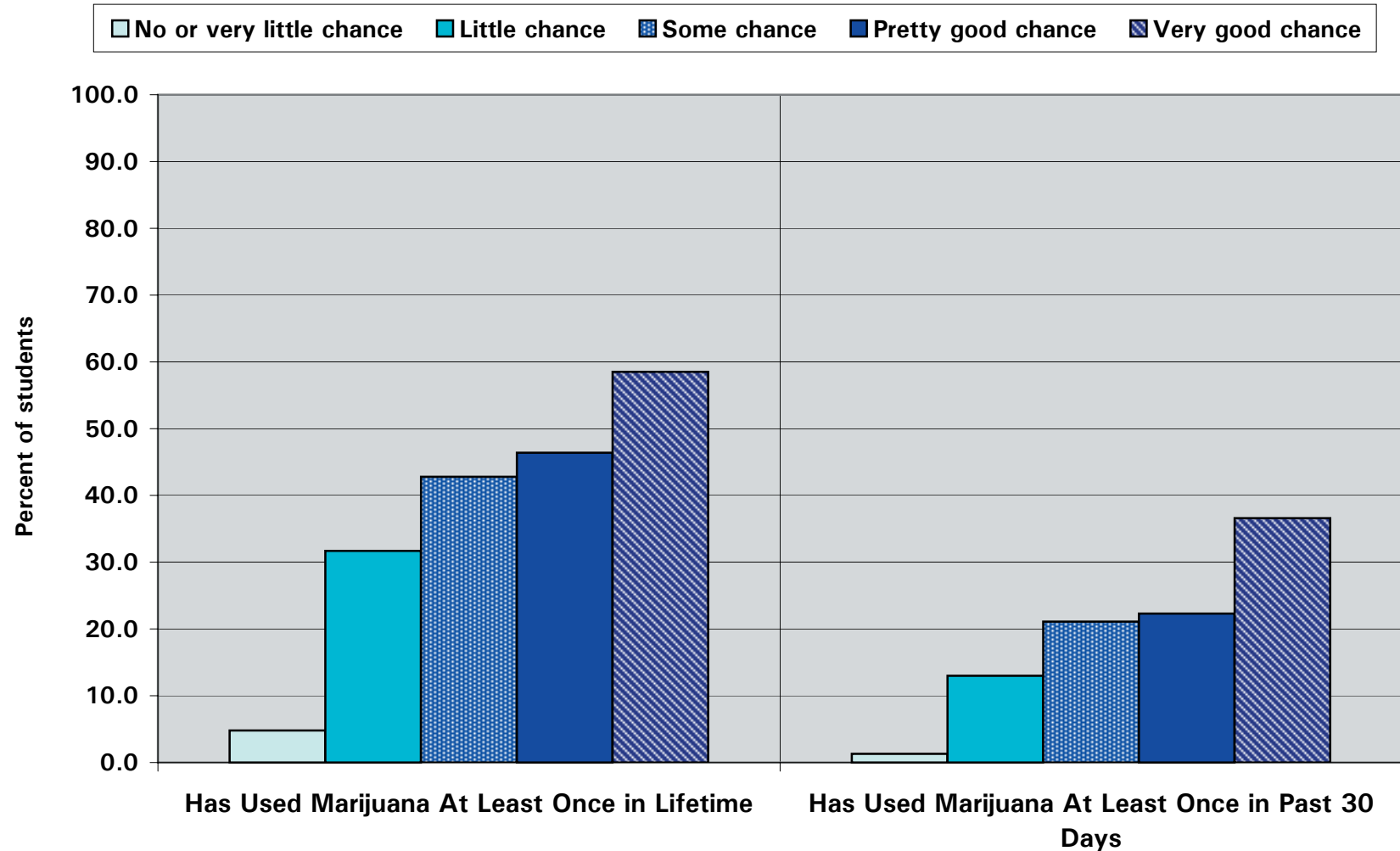
Table 28

Use in Relation to Perceived Peer Acceptability of Marijuana Use		
What are your chances you would be seen as cool if you smoked marijuana?	Has Used Marijuana At Least Once in Lifetime	Has Used Marijuana At Least Once in Past 30 Days
No or very little chance	4.8	1.3
Little chance	31.7	13.0
Some chance	42.8	21.1
Pretty good chance	46.4	22.3
Very good chance	58.5	36.6

Figure 32

Marijuana Use in Relation to Perceived Peer Acceptability:

What are your chances you would be seen as cool
if you smoked marijuana?



Depressive Symptoms and Substance Use

The substance use rate of youth who reported depressive symptoms is much greater than those who have a much more positive outlook on life. The four depressive symptoms that were asked on the survey questionnaire were: 1) Sometimes I think that life is not worth it, 2) At times I think I am no good at all, 3) All in all, I am inclined to think that I am a failure, and 4) In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes? The questions were scored on a scale of 1 to 4 (NO!, no, yes, YES!). The survey respondents were divided into three groups. The first group was the depressed group who scored at least a mean of 3.75 on the depressive symptoms. This meant that those individuals marked “YES!” to all four items or marked “yes” to one item and “YES!” to three. The second group was the non-depressed group who marked “NO!” to all four of the items, and the third group was a middle group who comprised the remaining respondents. The Utah survey results show that there were 447 students (3.3%) in the depressed group, 11,033 (82.5%) in the middle group, and 1,896 (14.2%) in the not depressed group. The results of the substance use among the three groups is shown in Table 29.

The results in Table 29 and Figure 33 show a strong link between students who report depressive symptoms and ATOD use. When compared to the non-depressed group, the depressed youth had use rates approximately 3 times higher for lifetime alcohol use, lifetime marijuana use, and 30-day marijuana use; approximately 4 times higher for 30-day alcohol use and lifetime any drugs use; approximately 6 times higher for lifetime cigarette use and 30 day any drugs use; and approximately 8 times higher for 30 day cigarette use.

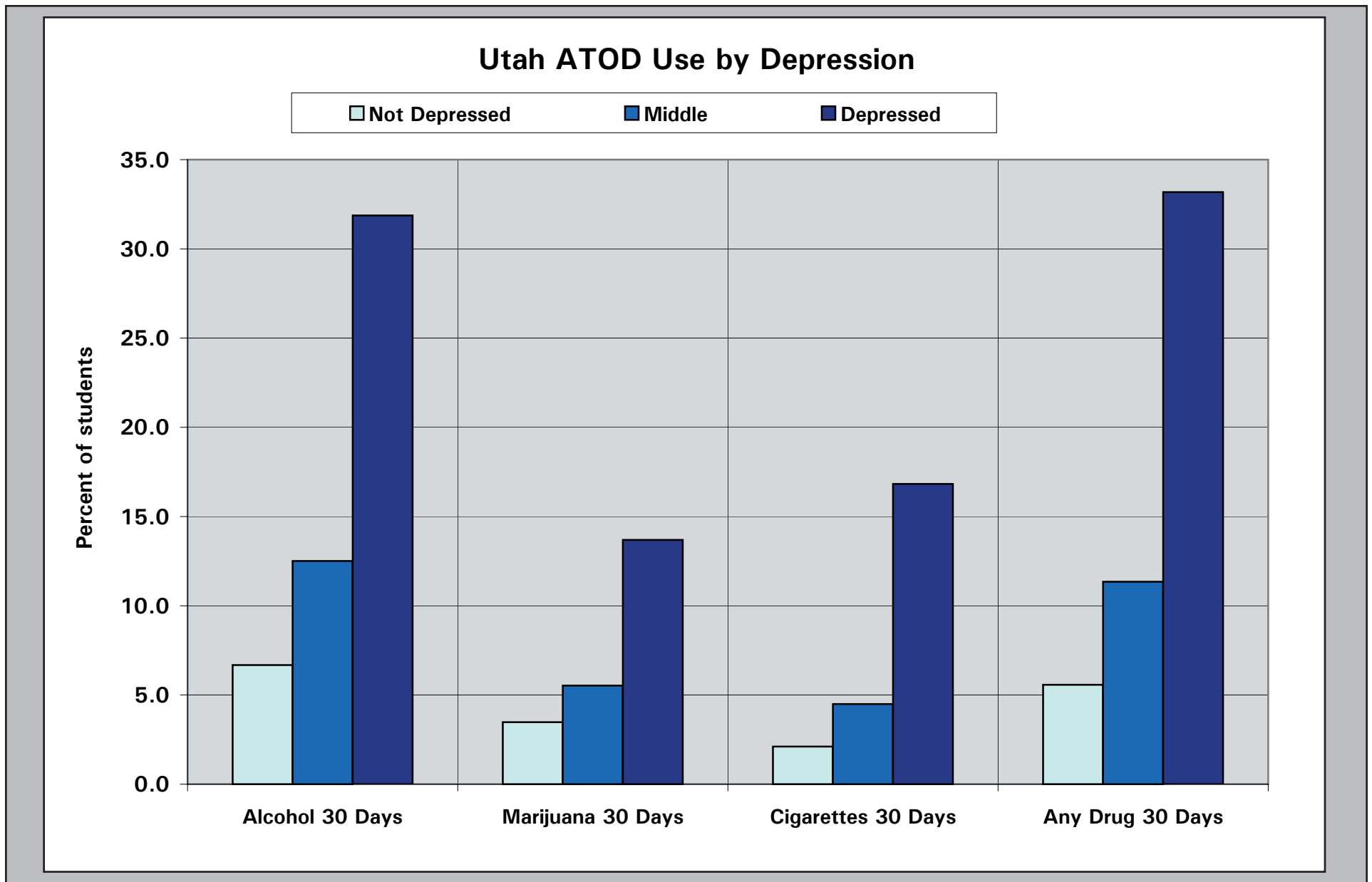
The ATOD use rates of the middle depressive symptoms group, that was comprised of most students, were between the rates of the depressed and non-depressed groups. For most of the substances, the usage rates for this group were approximately 2 times that of the non-depressed rate. Thus, individuals with a positive outlook on life tend to use fewer substances than their peers.

Depression often goes undetected in youth. These results indicate that when a youth does receive a diagnosis of depression, they should also be assessed for substance use.

Table 29

Percentage Using ATODs and Level of Depressive Symptoms			
	Not Depressed	Middle	Depressed
Number of Youth	1,896	11,033	447
Alcohol Lifetime	16.1	29.5	58.5
Alcohol 30 Days	6.7	12.5	31.9
Marijuana Lifetime	7.6	13.5	26.5
Marijuana 30 Days	3.5	5.5	13.7
Cigarettes Lifetime	8.2	18.9	49.1
Cigarettes 30 Days	2.1	4.5	16.8
Any Drug Lifetime	12.7	25.3	54.2
Any Drug 30 Days	5.6	11.3	33.2

Figure 33



Probationers and Substance Use

Youth who have already become involved with the corrections system are at risk for many youth problem behaviors. In order to determine the ATOD use rates and the risk and protective factors of probationers, a question was included in the survey that asked, “Are you currently on probation with Juvenile Court? No, Yes.” There were 282 youth (57.3% males and 42.7% females) who were sampled by the survey and responded “Yes” they were on probation. Table 30 displays probationer ATOD use in their lifetime compared to use in the general survey population. Table 31 displays a comparison of use in the past 30 days for probationers and the general population. Table 32 compares the antisocial behavior rates of the general population and probationers.

In Tables 30 and 31, comparisons between the probationer group and the general population shows that the youth on probation have a broad range of experience with ATOD use and currently use ATODs (at the 30-day and lifetime levels) at a much higher rate than other youth.

The greatest differences can be seen when looking at the younger group in grades 6-9. For lifetime usage, probationers in this group are over 3 times more likely to use alcohol and any drug, approximately 4 times more likely to use cigarettes, approximately 5 times more likely to use smokeless tobacco, and approximately 9 times more likely to use marijuana. For drugs such as hallucinogens, cocaine, stimulants, sedatives, ecstasy, and heroin, this group of students are 4 to 14 times more likely to have used these drugs than their peers in the general population. While probationers in the older, 10th to 12th grade group are also more likely to use ATODs, there is less of a difference between the probationers and the general population. Their use of alcohol, cigarettes, marijuana, and inhalants is approximately double that of the general population. For drugs such as hallucinogens, cocaine, stimulants, sedatives, ecstasy, and heroin, this older group of students is 3 to 6 times more likely to have used these drugs than their peers in the general population.

Similar trends are seen in the rates of 30-day usage. In the younger (grades 6-9) group, probationers have use rates that are 5 times higher for alcohol use, 14 times higher for cigarette use, 10 times higher for smokeless tobacco use, and 13 times more for marijuana use. Comparably, the probationers in the older group (grades 10-12) are 2 times more likely to use alcohol, 4 times more likely to use marijuana, 4 times more likely to use cigarettes, and 5 times more likely to use smokeless tobacco.

A comparison between the general population and probationers on heavy substance use and antisocial behaviors are shown in Table 32 and Figure 36. As expected, results show that probationers have a much higher rate of substance use and antisocial behavior than other youth. They abuse ATODs more and engage in violent behaviors much more than other youth. There is also a larger difference in the behaviors of the younger group and the older group. For example, in the younger group, probationers are over 8 times more likely to binge drink than the general population, while in the older group, the probationers are over 3 times more likely to binge drink. Several of the rates of heavy usage and participation in antisocial behaviors are also very similar for the two probationer groups. For example, there is only a 0.3% difference in rates of attacking someone with the intention of harming them between the younger group (37.0%) and the older group (37.3%); and only a 0.4% difference in rates of stealing a vehicle (14.7% for younger, 14.3% for older).

All of these findings suggest that early prevention efforts are needed for these probation students. It is evident that students on probation begin using ATODs and participating in antisocial behaviors at a much younger age than the general population, and this participation and ATOD use continues and grows with age. Early intervention is the key to helping these students.

Table 30

Percentage of Probationers Compared to General Population Who Used ATODs During Their Lifetime				
Drug Used	Grades 6-9		Grades 10-12	
	General	Probationer	General	Probationer
Alcohol	18.6	60.4	39.0	70.6
Cigarettes	11.3	51.9	25.1	60.8
Smokeless tobacco	3.1	17.3	7.8	31.2
Marijuana	5.2	46.5	21.0	61.8
Inhalants	11.4	25.2	11.4	31.0
Hallucinogens	0.8	7.7	4.0	21.6
Cocaine	0.8	9.0	4.0	25.4
Stimulants	1.1	8.5	3.9	17.5
Sedatives	6.2	24.5	13.6	39.7
Ecstasy	0.7	10.3	3.3	15.1
Heroin	0.4	4.5	2.2	10.4
Any Drug	17.7	60.6	30.7	71.5

Table 31

Percentage of Probationers Compared to General Population Who Used ATODs During The Past 30 Days				
Drug Used	Grades 6-9		Grades 10-12	
	General	Probationer	General	Probationer
Alcohol	6.1	32.3	18.4	53.6
Cigarettes	1.7	24.2	6.9	28.0
Smokeless tobacco	0.8	8.3	2.1	11.2
Marijuana	2.1	28.9	8.5	35.0
Inhalants	4.3	13.5	2.3	9.5
Hallucinogens	0.1	3.9	0.9	8.8
Cocaine	0.2	3.9	1.1	8.7
Stimulants	0.3	3.9	1.4	4.0
Sedatives	2.4	15.5	5.9	19.8
Ecstasy	0.2	5.2	0.6	5.6
Heroin	0.1	1.3	0.3	2.4
Any Drug	7.8	43.4	13.9	45.5

Table 32

Percentage of Probationers Compared to the General Population Who Engaged in Heavy Substance Use and Antisocial Behavior in the Past Year				
Drug Used	Grades 6-9		Grades 10-12	
	General	Probation	General	Probation
Binge drinking	3.7	31.0	11.7	44.7
Regular cigarette use	0.1	1.9	0.4	4.8
Suspended from school	7.6	55.1	7.2	36.0
Drunk or high at school	4.8	35.5	13.1	52.0
Sold illegal drugs	1.2	15.1	5.4	29.0
Stolen a vehicle	1.8	14.7	2.8	14.3
Been arrested	2.8	44.5	5.9	54.4
Attacked to harm	9.3	37.0	11.0	37.3
Carried a handgun	3.8	16.3	3.6	14.5
Handgun to school	0.3	3.9	0.6	4.0

Figure 34

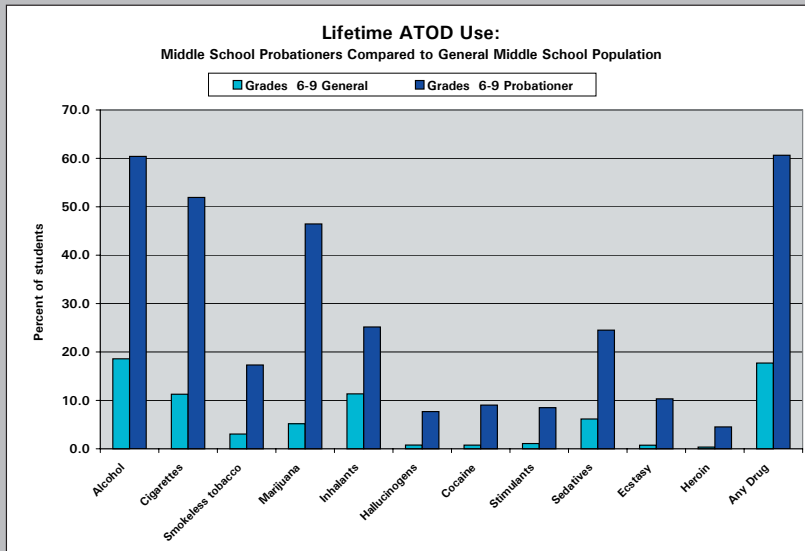


Figure 35

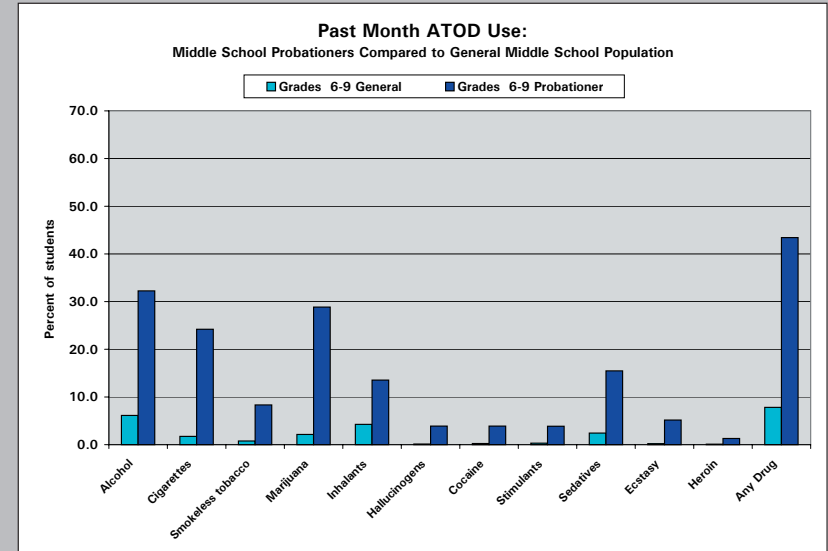
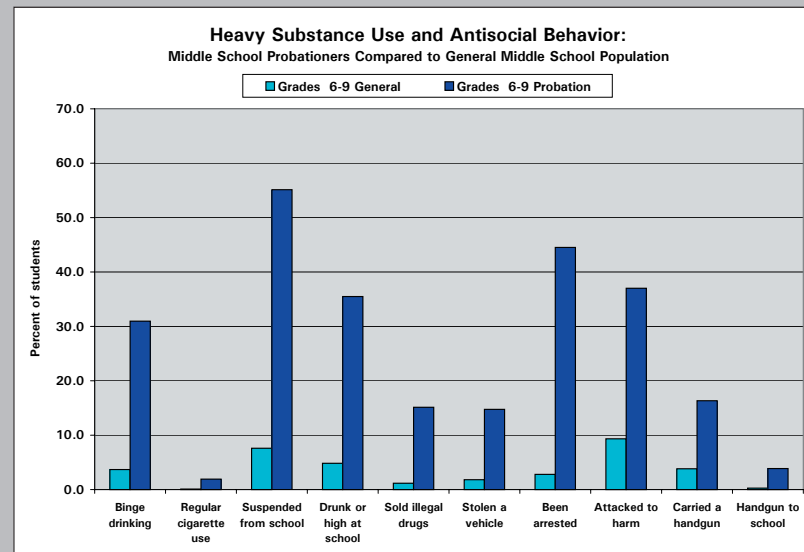


Figure 36



PREVENTION NEEDS ASSESSMENT SURVEY

1. Thank you for agreeing to participate in this survey. The purpose of this survey is to learn how students in our schools feel about their community, family, peers, and school. The survey also asks about health behaviors.

2. The survey is completely voluntary and anonymous. DO NOT put your name on the questionnaire.

3. This is not a test, so there are no right or wrong answers. We would like you to work quickly so you can finish.

4. All of the questions should be answered by completely filling in one of the answer spaces. If you do not find an answer that fits exactly, use the one that comes closest. If any question does not apply to you, or you are not sure what it means, just leave it blank. You can skip any question that you do not wish to answer.

5. For questions that have the following answers: **NO!** no yes **YES!**

Mark (the BIG) **YES!** if you think the statement is DEFINITELY TRUE for you.

Mark (the little) **yes** if you think the statement is **MOSTLY TRUE** for you.

Mark (the little) **no** if you think the statement is **MOSTLY NOT TRUE** for you.

Mark (the BIG) **NO!** if you think the statement is DEFINITELY NOT TRUE for you.

Example: Chocolate is the best ice cream flavor.

☐ NO! ☐ no ☒ yes ☐ YES!

In the example above, the student marked "yes" because he or she thinks the statement is mostly true.

Please mark only one answer for each question by completely filling in the oval with a #2 pencil.

Please answer the following questions with the help of your teacher/survey assistant.

1. School Number:

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

2. Class Number: 1

3. What is the zip code where you live?
Write in the numbers and darken the ovals for your zip code.

4. Are you: ☐ MALE ☐ FEMALE

5. How old are you?

☐ 10 or younger ☐ 12 ☐ 14 ☐ 16 ☐ 18

☐ 11 ☐ 13 ☐ 15 ☐ 17 ☐ 19

6. What grade are you in?

☐ 6th ☐ 7th ☐ 8th ☐ 9th ☐ 10th ☐ 11th ☐ 12th

7. Please choose the ONE answer that BEST describes what you consider yourself to be?

☐ White, not of Hispanic origin

☐ Black, or African American

☐ American Indian/Native American, Eskimo, or Aleut

☐ Spanish/Hispanic/Latino

☐ Asian

☐ Pacific Islander

☐ Other (Please Specify _____)

8. What is the language you use most often at home?

☐ English ☐ Spanish ☐ Another language

9. Where are you living now?

- ☐ On a farm
- ☐ In the country, not on a farm
- ☐ In a city, town, or suburb

10. What is the highest level of schooling your father completed?

☐ Completed grade school or less
 ☐ Completed grade school
 ☐ Completed college

☐ Some high school
 ☐ Graduate or professional school after college

☐ Completed high school
 ☐ Don't know

☐ Some college
 ☐ Does not apply

The next section asks about your experiences at school.

	NO!	no	yes	YES!
11. In my school, students have lots of chances to help decide things like class activities and rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Teachers ask me to work on special classroom projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My teacher(s) notices when I am doing a good job and lets me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. There are lots of chances for students in my school to talk with a teacher one-on-one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I feel safe at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. The school lets my parents know when I have done something well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. My teachers praise me when I work hard in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Are your school grades better than the grades of most students in your class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I have lots of chances to be part of class discussions or activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Now thinking back over the past year in school, how often did you:

	Never	Seldom	Often	Almost always
a. enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. try to do your best work in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. How often do you feel that the school work you are assigned is meaningful and important?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Putting them all together, what were your grades like last year?

☐ Mostly F's
☐ Mostly D's
☐ Mostly C's
☐ Mostly B's
☐ Mostly A's

24. How important do you think the things you are learning in school are going to be for your later life?

☐ Very important
☐ Quite important
☐ Fairly important
☐ Slightly important
☐ Not at all important

25. How interesting are most of your courses to you?

☐ Very interesting and stimulating
☐ Quite interesting
☐ Fairly interesting
☐ Slightly dull
☐ Very dull

26. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or 'cut'?

☐ None
☐ 1
☐ 2
☐ 3
☐ 4-5
☐ 6-10
☐ 11 or more

The next questions ask about your feelings and experiences in other parts of your life.

	Number of friends				
	0	1	2	3	4
27. Think of your four best friends (the friends you feel closest to). In the past year (12 months), how many of your best friends have:					
a. participated in clubs, organizations and activities at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. made the commitment to stay drug-free?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. used marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. tried to do well in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. used LSD, cocaine, amphetamines, or other illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. been suspended from school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. liked school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. sold illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. regularly attended religious services?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. defended someone who was being verbally abused at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. been arrested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. dropped out of school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. been members of a gang?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. What are the chances you would be seen as cool if you:

	No or very little chance	Little chance	Some chance	Pretty good chance	Very good chance
a. smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. worked hard at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. defended someone who was being verbally abused at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. smoked marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. regularly volunteered to do community service?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. carried a handgun?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How old were you when you first:

	17 or older	16	15	14	13	12	11	10 or younger	Never
a. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked a cigarette, even just a puff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. got suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. got arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. belonged to a gang?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. How wrong do you think it is for someone your age to:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. take a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. steal anything worth more than \$5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. pick a fight with someone?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. attack someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stay away from school all day when their parents think they are at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. drink beer, wine or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. smoke cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. smoke marijuana?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. use LSD, cocaine, amphetamines or another illegal drug?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. How many times have you done the following things?

	I've done it, but not in the past year	Less than once a month	About once a month	2 or 3 times a month	Once a week or more	Never
a. done what feels good no matter what.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. done something dangerous because someone dared you to do it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done crazy things even if they are a little dangerous.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. How many times in the past year (12 months) have you:

	40+ times	30 to 39 times	20 to 29 times	10 to 19 times	6 to 9 times	3 to 5 times	1 to 2 times	Never
a. been suspended from school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. carried a handgun?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. sold illegal drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. defended someone who was being verbally abused at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. stolen or tried to steal a motor vehicle such as a car or motorcycle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. participated in clubs, organizations and activities at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. been arrested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. done extra work on your own for school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. attacked someone with the idea of seriously hurting them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. looked forward to going to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. been drunk or high at school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. volunteered to do community service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Have you ever belonged to a gang? ☐ No ☐ Yes ☐ No ☐ Yes

34. If you have ever belonged to a gang, did the gang have a name? ☐ No ☐ Yes ☐ I have never belonged to a gang

35. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- ☐ Ignore her
 - ☐ Grab a CD and leave the store
 - ☐ Tell her to put the CD back
 - ☐ Act like it is a joke, and ask her to put the CD back
36. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?

- ☐ Push the person back
- ☐ Say "Excuse me" and keep on walking
- ☐ Say "Watch where you are going" and keep on walking
- ☐ Swear at the person and walk away

37. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

- ☐ Drink it
- ☐ Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else
- ☐ Just say, "No thanks" and walk away
- ☐ Make up a good excuse, tell your friend you had something else to do, and leave

38. It's 8:00 on a weekend and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?

- ☐ Leave the house anyway
- ☐ Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out
- ☐ Not say anything and start watching TV
- ☐ Get into an argument with her

39. How often do you attend religious services or activities?

- ☐ Never ☐ 1-2 Times a Month
- ☐ Rarely ☐ About Once a Week or More

40. How important is religion in your life?

- ☐ Not Important
- ☐ Somewhat Important
- ☐ Pretty Important
- ☐ Very Important

41. Which is your religious preference (choose the religion with which you identify the most)?

- ☐ Catholic
- ☐ Jewish
- ☐ LDS (Mormon)
- ☐ Protestant
- ☐ Other
- ☐ No Preference

42. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

- ☐ Mother ☐ Grandfather
- ☐ Stepmother ☐ Uncle
- ☐ Foster Mother ☐ Other Adults
- ☐ Grandmother ☐ Brother(s)
- ☐ Aunt ☐ Stepbrother(s)
- ☐ Father ☐ Sister(s)
- ☐ Stepfather ☐ Stepsister(s)
- ☐ Foster Father ☐ Other Children

43. What is the highest level of schooling that your mother completed?

- ☐ Completed grade school or less ☐ Completed college
- ☐ Some high school ☐ Graduate or professional school after college
- ☐ Completed high school ☐ Don't know
- ☐ Some college ☐ Does not apply

	NO!	no	yes	YES!
44. I think sometimes it's okay to cheat at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. It is important to think before you act.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Sometimes I think that life is not worth it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. At times I think I am no good at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. All in all, I am inclined to think that I am a failure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. In the past year, have you felt depressed or sad MOST days, even if you felt okay sometimes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. It is all right to beat up people if they start the fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. I think it is okay to take something without asking if you can get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:

	NO!	no	yes	YES!
a. smoke cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. drink beer, wine, or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. use LSD, cocaine, amphetamines or other illegal drugs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On how many occasions (if any) have you:

OCCASIONS

	0	1-2	3-5	6-9	10-19	20-39	40+
53. had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime -- more than just a few sips?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. had beer, wine or hard liquor to drink during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. used marijuana in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. used marijuana during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. used LSD or other psychedelics in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. used LSD or other psychedelics during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. used cocaine or crack in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. used cocaine or crack during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. used Deribisol in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. used Deribisol during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them, in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them, during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. used sedatives (tranquilizers, such as Valium or Xanax, barbiturates, or sleeping pills) without a doctor telling you to take them, during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. used heroin or other opiates in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. used heroin or other opiates during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. used MDMA ('X', 'E', or ecstasy) in your lifetime ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. used MDMA ('X', 'E', or ecstasy) during the past 30 days ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

73. How much do you think people risk harming themselves (physically or in other ways) if they:

	Great Risk	Moderate Risk	Slight Risk	No Risk
a. smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. try marijuana once or twice?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

74. Has anyone in your family ever had a severe alcohol or drug problem?

- ☐ No
☐ Yes

75. I do the opposite of what people tell me, just to get them mad.

- ☐ Very False
☐ Somewhat False
☐ Somewhat True
☐ Very True

76. I like to see how much I can get away with.

- ☐ Very False
☐ Somewhat False
☐ Somewhat True
☐ Very True

77. I ignore rules that get in my way.

- ☐ Very False
☐ Somewhat False
☐ Somewhat True
☐ Very True

78. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?

- ☐ Never ☐ Regularly in the past
☐ Once or Twice ☐ Regularly now
☐ Once in a while but not regularly



79. How frequently have you used smokeless tobacco during the past 30 days?

- ☐ Never ☐ About once a day
☐ Once or Twice ☐ More than once a day
☐ Once or Twice per Week



80. Have you ever smoked cigarettes?

- ☐ Never ☐ Regularly in the past
☐ Once or Twice ☐ Regularly now
☐ Once in a while but not regularly



81. How frequently have you smoked cigarettes during the past 30 days?

- ☐ Not at all
☐ Less than one cigarette per day
☐ One to five cigarettes per day
☐ About one-half pack per day
☐ About one pack per day
☐ About one and one-half packs per day
☐ Two packs or more per day



82. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?

- ☐ None ☐ 3-5 times
☐ Once ☐ 6-9 times
☐ Twice ☐ 10 or more times



These questions ask about the neighborhood

	NO!	no	yes	YES!
83. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	very hard	sort of hard	sort of easy	very easy
86. If you wanted to get some cigarettes, how easy would it be for you to get some?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. If you wanted to get a handgun, how easy would it be for you to get one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. If you wanted to get some marijuana, how easy would it be for you to get some?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

91. About how many adults (over 21) have you known personally who in the past year have:

	Number of Adults				
	0	1	2	3-4	5+
a. used marijuana, crack, cocaine, or other drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. sold or dealt drugs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. done other things that could get them in trouble with the police, like stealing, selling stolen goods, mugging or assaulting others, etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. gotten drunk or high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

92. Are you currently on probation with Juvenile Court?

- ☐ No
☐ Yes

93. At school during the past year, did you receive help from the resource teacher or other special education teacher?

- ☐ No
☐ Yes

94. How wrong would most adults (over 21) in your neighborhood think it is for kids your age:

	Not Wrong at All	A Little Bit Wrong	Wrong	Very Wrong
a. to use marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. to drink alcohol?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. to smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO!	no	yes	YES!
95. If I had to move, I would miss the neighborhood I now live in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. My neighbors notice when I am doing a good job and let me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. I like my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. There are lots of adults in my neighborhood I could talk to about something important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
99. I'd like to get out of my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. There are people in my neighborhood who are proud of me when I do something well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. There are people in my neighborhood who encourage me to do my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. I feel safe in my neighborhood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

103. How many times have you changed homes since kindergarten?

☐ Never
 ☐ 5 or 6 times
 ☐ 7 or more times
 ☐ 1 or 2 times
 ☐ 3 or 4 times

104. Have you changed homes in the past year (the last 12 months)?

☐ No
 ☐ Yes

105. Which of the following activities for people your age are available in your community?

a. sports teams ☐ No ☐ Yes
 b. scouting ☐ No ☐ Yes
 c. boys and girls clubs ☐ No ☐ Yes
 d. 4-H clubs ☐ No ☐ Yes
 e. service clubs ☐ No ☐ Yes

106. Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?

☐ No
 ☐ Yes

107. How many times have you changed schools since kindergarten (including changing from elementary to middle and middle to high school)?

☐ Never
 ☐ 5 or 6 times
☐ 1 or 2 times
 ☐ 7 or more times
☐ 3 or 4 times

108. How much do each of the following statements describe your neighborhood?

	NO!	no	yes	YES!
a. crime and/or drug selling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. fights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. lots of empty or abandoned buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. lots of graffiti	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next few questions ask about your family. When answering these questions please think about the people you consider to be your family, for example, parents, stepparents, grandparents, aunts, uncles, etc.

109. How many brothers and sisters, including stepbrothers and sisters, do you have that are younger than you?

☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6 or more

110. How many brothers and sisters, including stepbrothers and sisters, do you have that are older

☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6 or more

111. How wrong do your parents feel it would be for YOU to:

	Not wrong at all	A little bit wrong	Wrong	Very wrong
a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. steal something worth more than \$5?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. pick a fight with someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

112. Have any of your brothers or sisters ever:

	I don't have any brothers or sisters	
	Yes	No
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)?	<input type="checkbox"/>	<input type="checkbox"/>
b. smoked marijuana?	<input type="checkbox"/>	<input type="checkbox"/>
c. smoked cigarettes?	<input type="checkbox"/>	<input type="checkbox"/>
d. taken a handgun to school?	<input type="checkbox"/>	<input type="checkbox"/>
e. been suspended or expelled from school?	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
113. The rules in my family are clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
114. People in my family often insult or yell at each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
115. When I am not at home, one of my parents knows where I am and who I am with.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
116. We argue about the same things in my family over and over.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
117. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
118. My family has clear rules about alcohol and drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
119. If you carried a handgun without your parents' permission, would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
120. If you skipped school would you be caught by your parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
121. Do you feel very close to your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
122. Do you share your thoughts and feelings with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
123. My parents ask me what I think before most family decisions affecting me are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
124. Do you share your thoughts and feelings with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	NO!	no	yes	YES!
125. Do you enjoy spending time with your mother?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
126. Do you enjoy spending time with your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
127. If I had a personal problem, I could ask my mom or dad for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
128. Do you feel very close to your father?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
129. My parents give me lots of chances to do fun things with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
130. My parents ask if I've gotten my homework done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
131. People in my family have serious arguments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
132. Would your parents know if you did not come home on time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
133. It is important to be honest with your parents, even if they become upset or you get punished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

134. My parents notice when I am doing a good job and let me know about it.

- ☐ Never or Almost Never ☐ Often
☐ Sometimes ☐ All the Time

135. How often do your parents tell you they're proud of you for something you've done?

- ☐ Never or Almost Never ☐ Often
☐ Sometimes ☐ All the Time

136. How important were these questions?

- ☐ Not too important
☐ Fairly important
☐ Important
☐ Very Important

137. How honest were you in filling out this survey?

- ☐ I was very honest
☐ I was honest pretty much of the time
☐ I was honest some of the time
☐ I was honest once in a while
☐ I was not honest at all

Bach-Harrison, L.L.C. 757 East South Temple, Suite # 120,
Salt Lake City, Utah 84102, phone: (801)359-2064

That is all of the questions, thank you for completing this survey.

Appendix B: PNA Survey Administration Materials - Superintendent Letter, Parental Consent Form, Survey Administration Instructions, and Teacher Script

October 7, 2002

«ContactFirstName» «ContactLastName»
Superintendent
«District»
«Address1»
«Address2»

Subject: Student Health and Risk Prevention (SHARP) Survey Administration

Dear Superintendent:

To minimize disruption to your classes, the State Office of Education, Department of Health, and Department of Human Services have coordinated the administration of three student questionnaires into one survey process to be conducted during the spring of 2003. These questionnaires collect data that are required for the state to receive federal funds or to demonstrate that both federal and state funds are being used effectively. This coordinated process is called the Student Health and Risk Prevention (SHARP) survey and will involve students from a sample of schools from most school districts in Utah.

Students from selected classes will be asked to complete one of three questionnaires: 1) the Youth Risk Behavior Survey sponsored by the Utah State Office of Education; 2) the Youth Tobacco Survey sponsored by the Utah Department of Health; or 3) the Prevention Needs Assessment Survey sponsored by the Utah Department of Human Services, Division of Substance Abuse and Mental Health. Copies of the three questionnaires that were used in prior Utah administrations are included for your review. The questionnaires for the 2003 survey project will be virtually identical to those included with this letter. We will seek active parental consent for all students in sampled classes, and students who do not receive parental consent will not take the survey.

The administration of the three questionnaires through one survey project is an effort by the three agencies to improve the survey process for Utah schools. After consulting the state testing calendar, we have chosen February – March 2003 for the survey dates. We believe these dates will cause the least conflict with testing schedules.

The information produced through this survey is very important to education, public health, and substance abuse prevention programs in the state. The results will be used to target and evaluate prevention services for children for the next two years. The reports will provide information regarding health-related behaviors; alcohol, tobacco, and other drug use; antisocial behavior; the factors that place students at risk for problem behaviors; and those that protect them from high risk behaviors. A sample of the detailed report is included in this packet.

Each school selected for the survey sample will have approximately six classes (elementary schools will have fewer classes sampled) that will be randomly selected for the survey. A sample of this size will provide sufficient data to provide reports that have statistical accuracy at the local health district level. If school districts, schools, or communities would like to survey enough students to provide reports at the school, school district, or community level, they will have the opportunity to increase the sample in their district. Information gained from an increased sample would provide the community with a wealth of local data to be used to support grant writing, to plan for programs and school safety, and to help target interventions

October 7, 2002
Page 2

designed to meet specific school and community needs. However, participation beyond the requested sample is the purview of the local community.

The survey contractor that has been selected for the project is Bach Harrison, L.L.C. The staff members at Bach Harrison have considerable experience in conducting large, statewide surveys similar to the SHARP survey and have prepared a Project Information Sheet that is attached to this letter. On the Project Information Sheet you will find a list of schools in your district that have been selected for the survey. Other topics covered on the information sheet include: survey purpose and benefits, survey procedures, impact of the survey on students, survey coordinators, and active parental consent.

In order for the survey process to run smoothly, Bach Harrison needs to have a survey coordinator for each school district. We would like your help in selecting someone who would be paid \$100 per school to ensure that the survey project goes smoothly, with as little inconvenience to principals and teachers as possible. The survey coordinator will be assisting teachers in gathering and tracking parental consent forms.

We look forward to collaborating with your school district on this important project. If you agree to participate, please sign the attached form and return it in the stamped envelope to confirm the participation of your school district in the survey project.

A representative of Bach Harrison L.L.C. will be telephoning you in the next few weeks to discuss the participation of your school district in the survey. We also hope you will begin thinking about who would be a good candidate for your district's survey coordinator. We would like to begin working with this coordinator as soon as possible to ensure that the survey is successful. If you have any questions, please contact Mary VanLeeuwen at Bach Harrison L.L.C. (801-359-2064).

Sincerely,

Steven O. Laing, Ed. D.
State Superintendent of Public Instruction

Robin Arnold-Williams, D.S.W.
Executive Director, State Department of Human Services

Scott D. Williams, M.D., M.P.H.
Deputy Director, Utah Department of Health

Enclosures:

Survey confirmation and return envelope
SHARP Project Information Sheet
Sample PNA, YRBS, and YTS questionnaires
Sample school/community report

Dear Parent:

Your school district and the Utah State Office of Education; State Department of Health; and State Department of Human Services, Division of Substance Abuse and Mental Health have authorized the **Prevention Needs Assessment (PNA) Survey**. The PNA survey measures alcohol, tobacco, and drug use; the factors that place students at risk for problem behaviors; as well as the factors that protect students from problem behaviors. Your child attends a class that was randomly selected to participate in the survey in **February or March 2003**. Information gained from the survey will allow your school district and the State of Utah to continue to provide comprehensive prevention programs for our schools and children. The purpose of the questionnaire is to assess the following:

- (1) student alcohol, tobacco, and other drug use
- (2) the school, community, family, and peer influences which might help students resist pressure to consume alcohol and drugs or engage in other problem behaviors.
- (3) school climate and safety issues.

In order to obtain this information, students in selected classes from your school district in grades 6-12 will be asked to complete an **anonymous** survey on substance use, attitudes, peer influences, school safety, neighborhood issues, and family support. According to Utah law, a student's parents must give their permission before the student can participate in the survey. You need to be aware that:

- (1) Your child's participation is completely voluntary and confidential.
- (2) If your child does not participate he or she will not be penalized or lose any school benefits to which he or she is otherwise entitled.
- (3) Your child may discontinue the survey or skip any or all questions on the survey without penalty or loss of any school benefits to which he or she is otherwise entitled.

The surveys are being administered by your school district during one class period and will take about 45 minutes to complete. **All responses will be completely anonymous and confidential**. Results will be reported in groups and because the survey is anonymous, responses cannot be linked to any individual student.

If you have any questions or would like to review a copy of the survey, please contact your child's school. A copy of the survey will be available in the school office for your review. For additional information about the survey call Survey Project Coordinator Mary VanLeeuwen at Bach Harrison, LLC (Phone number: 801-359-2064). If you have any concerns or questions about your student's rights as a participant in this research you may contact Mary Caputo, State Department of Human Services Institutional Review Board Chairperson, at 801-538-4295.

For the information to be accurate, it is important that all the students are given the opportunity to participate in the survey, whether or not they have ever used tobacco, alcohol, or other drugs or engaged in problem behavior. Thank you very much for your help on this important project.

HAVE YOUR CHILD RETURN THIS FORM TO SCHOOL ONCE YOU HAVE SIGNED IT.

CONSENT FORM

_____ I give permission for my child to complete the survey on student drug use.

_____ I do not give my permission for my child to complete the survey on student drug use.

Student's Name _____

Parent / Guardian Signature _____

Date: _____

Survey Administration Instructions for Teachers

Prior to Class:

1. Please refer to your list of students who do not have parental permission to take the survey **OR** who did not return a consent form. Make sure these students do not take the survey.
2. Please verify that you have an alternate activity identified for non-participating students. The alternate activity should be something that the student can perform quietly at their desk while the other students are taking the survey. Some possible alternate activities include reading or working quietly at their desk.
3. Please verify that your class seating is arranged so that others cannot see a student's answers to the survey questions.
4. **If you are administering the survey to 6th grade students, it is recommended that you read the survey aloud while students follow along and mark the answers in the booklet or on the answer sheet.**
5. The student survey will last an **entire class period**. Please reserve the whole class period on the selected date so that your students have time to finish the survey without feeling rushed.

During Class:

1. A verbatim script, called "Class Instructions," is included on the following page. These instructions must be carefully and clearly read to your students at the beginning of the class period. If the survey you are administering asks students to fill in a school number, please check the School number written on the survey envelope, write the numbers on the board, and ask students to fill in the appropriate ovals on the answer sheet. Not all questionnaires will ask for this information.
2. Please remain at the front of the classroom while students are completing the survey. It is important that the students feel comfortable that no one will see their answers to survey questions.
3. It is important that students use the pencils provided (No. 2) because the surveys will be scanned to retrieve the data.
4. Students should work quietly at their desk when they are finished with the survey. If the survey is being administered to 6th grade students, it is recommended that you read the survey aloud while students follow along and mark the answers in the booklet or on their answer sheet.
5. At the end of class, pass around an envelope and ask students to place their completed surveys inside. Monitor this process to ensure that students **do not** take any surveys out of the envelope as it goes around the room. Instruct the last person in class to seal the envelope before returning it to you.
6. **Before returning the completed surveys, please fill out the information (especially the total enrollment of the class) on the envelope label. This information is very important to ensure the validity of the data.**

After Class:

1. Please return the envelope containing all of your **used** survey materials to your school's survey coordinator at the end of the class period **OR** work with your survey coordinator to arrange another means of transferring the packet. It is important that these materials are stored in a safe location to protect the students.
2. Please keep all of your **unused** survey questionnaires and other necessary materials for the administration of the survey to absent students when they return (up to one week after first survey administration).

Absent Student Survey Administration:

1. Please administer the survey to the students who were absent on the day of the survey (who ALSO have parent permission). Administer survey to students as they return (up to one week after first survey administration). **Use surveys that were left from the last administration.**
2. When absent students return, please separate these students in the back of the classroom, read the instructions, and allow them to have time to complete the survey.
3. When the students are done, instruct them to put their surveys in the envelope marked "Absentee Surveys" which is enclosed in your survey administration package.
4. After all absent students have completed the survey, place the completed questionnaires and unused questionnaires in the Absentee Survey envelope, instruct a student to seal the envelope, and then deliver the package to the school office or survey coordinator.

Prevention Needs Assessment Survey Script and Class Administration Instructions for Survey Administrators

[READ TO THE CLASS:]

Today, we will be completing the Prevention Needs Assessment Survey. The purpose of this survey is to learn how students in our school feel about their community, family, friends, and school. The survey also asks what students think about different health behaviors and drug use.

The survey is **anonymous**. You should read each question in the survey booklet and fill in the circle for your answer. The survey booklet does not have your name or any other identifying information on it, so no one will know how you answer any of the questions.

At the end of class, I will pass around an envelope and ask you to place your completed survey booklet inside. The last person in class will seal this envelope before returning it to me.

The survey is voluntary. If you do not wish to participate in the survey, please just set the survey aside and **[INSTRUCT HIM OR HER ON AN ALTERNATE ACTIVITY SUCH AS READING QUIETLY AT THEIR DESK]**.

I'm going to read some instructions to you about completing the survey. Please listen carefully.

[PASS OUT SURVEY BOOKLETS AND THEN READ THE INSTRUCTIONS AT THE BEGINNING OF THE QUESTIONNAIRE AND HAVE THE STUDENTS FOLLOW ALONG. THEN, READ THE FOLLOWING TO THE CLASS:]

Your answers will be read automatically by a machine. Please use a dark lead pencil like a Number 2 pencil to mark your answers on the questionnaire.

Fill in each circle completely and cleanly erase any answer you wish to change.

Do not make any other marks or comments on the questionnaire.

Remember, **Do Not put your name on the questionnaire.**

[IF THE SURVEY YOU ARE ADMINISTERING ASKS STUDENTS TO FILL IN A SCHOOL NUMBER, PLEASE CHECK THE NUMBER WRITTEN ON THE SURVEY ENVELOPE, WRITE THE NUMBER ON THE BOARD, AND ASK STUDENTS TO FILL IN THE APPROPRIATE OVALS ON THE ANSWER SHEET. NOT ALL QUESTIONNAIRES WILL ASK FOR THIS INFORMATION.]

Please answer the questions as honestly as you can so that the information that comes from the survey is correct and useful.

When you are finished, please remain at your desk and read or work quietly until the end of class. If, at any time during the survey, you have a question, raise your hand. For those of you who are still working at the end of class, I will let you know when it's time to stop. If you don't finish the entire questionnaire, that's okay.

You may begin.

[IF YOU ARE ADMINISTERING THE SURVEY TO 6TH GRADERS, YOU MAY READ THE QUESTIONS OUTLOUD AND HAVE THE STUDENTS FOLLOW ALONG IN THEIR BOOKLETS, ANSWERING THE QUESTIONS AS YOU READ:]

[AT THE END OF CLASS, KEEP ANY UNUSED QUESTIONNAIRES FOR ADMINISTERING SURVEYS TO ABSENT STUDENTS AND SAY:]

The class period is over now. If you have not finished the survey, please stop where you are and close the survey booklet. I'm passing around an envelope now. Please put your completed survey inside the envelope and pass it to the next person. Will the last person seal the envelope and return it to me.

On behalf of the school and the State of Utah, I would like to thank you for your participation in this important study.

Appendix C: Risk and Protective Factors and Their Associated Scales

	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>Community Domain Protective Factors</i>	Community Opportunities for Prosocial Involvement	Community Opportunities for Prosocial Involvement
	Community Rewards for Prosocial Involvement	Community Rewards for Prosocial Involvement
	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>Community Domain Risk Factors</i>	Low Neighborhood Attachment and Community Disorganization	Low Neighborhood Attachment Community Disorganization
	Transitions & Mobility	Transitions & Mobility
	Laws and Norms Favorable to Drug Use, Firearms, and Crime	Laws and Norms Favorable to Drug Use
	Availability of Drugs and Firearms	Perceived Availability of Drugs Perceived Availability of Handguns
	Media Portrayals of Violence	No Scale
	Extreme Economic Deprivation	No Scale
	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>Family Domain Protective Factors</i>	Family Attachment	Family Attachment
	Family Opportunities for Positive Involvement	Family Opportunities for Positive Involvement
	Family Rewards for Positive Involvement	Family Rewards for Positive Involvement

Appendix C (Cont.): Risk and Protective Factors and Their Associated Scales

	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>Family Domain Risk Factors</i>	Family Management Problems	Poor Family Management
	Family Conflict	Family Conflict
	Family Involvement in the Problem Behavior	Family History of Antisocial Behavior
	Favorable Parental Attitudes Towards The Problem Behavior	Parental Attitudes Favorable to Antisocial Behavior Parental Attitudes Favorable to Drug Use
	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>School Domain Protective Factors</i>	School Opportunities for Prosocial Involvement	School Opportunities for Prosocial Involvement
	School Rewards for Prosocial Involvement	School Rewards for Prosocial Involvement
	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>School Domain Risk Factors</i>	Academic Failure Beginning in Late Elementary School	Academic Failure
	Lack of Commitment to School	Low School Commitment
	Early and Persistent Antisocial Behavior	Early Initiation of Drug use Early Initiation of Antisocial Behavior

Appendix C (Cont.): Risk and Protective Factors and Their Associated Scales

	<u>Protective Factor</u>	<u>Associated Scales</u>
<i>Individual-Peer Protective Factors</i>	Religiosity	Religiosity
	Social Skills	Social Skills
	Belief in the Moral Order	Belief in the Moral Order
	<u>Risk Factor</u>	<u>Associated Scales</u>
<i>Individual-Peer Risk Factors</i>	Rebelliousness	Rebelliousness
	Friends Who Engage in the Problem Behavior	Interaction with Antisocial Peers Friends' Use of Drugs Rewards for Antisocial Behavior
	Favorable Attitudes Towards the Problem Behavior	Attitudes Favorable Towards Antisocial Behavior Attitudes Favorable Towards Drug Use Perceived Risks of Drug Use Intention to Use
	Early Initiation of the Problem Behavior	Early Initiative of Drug Use Early Initiative of Antisocial Behavior
	Constitutional Factors	Sensation Seeking Depressive Symptoms

Appendix D: Utah PNA Survey Results, Frequency and Percentage for Each Response Category for Middle School, High School, and Total Samples

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
1. School Number 2. Class Number 3. Zip Code							
4. Are you:	Male	2,740	47.7	3,655	46.5	6,395	47.0
	Female	3,009	52.3	4,206	53.5	7,215	53.0
5. How old are you?	10 or younger	5	0.1	0	0.0	5	0.0
	11	854	14.8	0	0.0	854	6.3
	12	1,914	33.2	0	0.0	1,914	14.0
	13	1,825	31.7	2	0.0	1,827	13.4
	14	1,154	20.0	861	10.9	2,015	14.8
	15	12	0.2	1,909	24.3	1,921	14.1
	16	0	0.0	2,027	25.8	2,027	14.9
	17	0	0.0	1,999	25.4	1,999	14.7
	18	0	0.0	1,059	13.5	1,059	7.8
	19 or older	0	0.0	13	0.2	13	0.1
6. What grade are you in?	6th	2,051	35.4	0	0.0	2,051	15.0
	7th	1,726	29.8	0	0.0	1,726	12.6
	8th	2,021	34.9	0	0.0	2,021	14.7
	9th	0	0.0	1,932	24.4	1,932	14.1
	10th	0	0.0	2,010	25.4	2,010	14.7
	11th	0	0.0	2,022	25.6	2,022	14.8
	12th	0	0.0	1,944	24.6	1,944	14.2
7. Please choose the ONE answer that BEST describes what you consider yourself to be	White	4,615	81.5	6,688	85.4	11,303	83.7
	American Indian	153	2.7	105	1.3	258	1.9
	Hispanic	454	8.0	539	6.9	993	7.4
	African American	83	1.5	79	1.0	162	1.2
	Asian	56	1.0	80	1.0	136	1.0
	Pacific Islander	37	0.7	62	0.8	99	0.7
	Other	217	3.8	179	2.3	396	2.9
8. What is the language you use most often at home?	English	5,157	93.9	7,101	94.5	12,258	94.2
	Spanish	239	4.4	233	3.1	472	3.6
	Another Language	97	1.8	179	2.4	276	2.1
9. Where are you living now?	On a farm	209	3.8	305	4.1	514	3.9
	In the country, not on a farm	512	9.3	688	9.1	1,200	9.2
	In a city, town, or suburb	4,776	86.9	6,532	86.8	11,308	86.8
10. What is the highest level of schooling your father completed?	Completed grade school or less	139	3.1	73	1.2	212	2.0
	Some high school	141	3.1	572	9.1	713	6.6
	Completed high school	669	14.9	1,068	17.1	1,737	16.1
	Some college	528	11.7	1,112	17.8	1,640	15.2
	Completed college	1,214	27.0	1,885	30.1	3,099	28.8
	Graduate or professional school after	534	11.9	848	13.5	1,382	12.8
	Don't know	1,220	27.1	615	9.8	1,835	17.1
	Does not apply	53	1.2	89	1.4	142	1.3
11. In my school, students have lots of chances to help decide things like class activities and rules.	NO!	413	8.5	724	10.8	1,137	9.8
	no	1,518	31.3	2,472	36.8	3,990	34.5
	yes	2,532	52.2	3,111	46.3	5,643	48.8
	YES!	389	8.0	409	6.1	798	6.9

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
12. Teachers ask me to work on special classroom projects.	NO!	528	10.9	668	10.0	1,196	10.4
	no	1,855	38.4	2,802	41.8	4,657	40.3
	yes	1,989	41.1	2,791	41.6	4,780	41.4
	YES!	464	9.6	445	6.6	909	7.9
13. My teacher(s) notices when I am doing a good job and lets me know about it.	NO!	257	5.3	483	7.2	740	6.4
	no	1,002	20.7	1,902	28.4	2,904	25.2
	yes	2,432	50.2	3,545	53.0	5,977	51.8
	YES!	1,151	23.8	759	11.3	1,910	16.6
14. There are a lot of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	NO!	242	4.2	156	2.0	398	2.9
	no	748	13.0	494	6.3	1,242	9.1
	yes	2,371	41.3	3,091	39.3	5,462	40.1
	YES!	2,383	41.5	4,132	52.5	6,515	47.8
15. There are lots of chances for students in my school to talk with a teacher one-on-one.	NO!	150	3.1	209	3.1	359	3.1
	no	759	15.7	1,255	18.7	2,014	17.5
	yes	2,449	50.6	3,752	56.0	6,201	53.7
	YES!	1,479	30.6	1,487	22.2	2,966	25.7
16. I feel safe at my school.	NO!	194	3.4	305	3.9	499	3.7
	no	511	8.9	726	9.2	1,237	9.1
	yes	2,835	49.5	4,640	59.0	7,475	55.0
	YES!	2,189	38.2	2,194	27.9	4,383	32.2
17. The school lets my parents know when I have done something well.	NO!	736	15.2	1,559	23.3	2,295	19.9
	no	1,742	36.0	3,167	47.3	4,909	42.6
	yes	1,730	35.7	1,640	24.5	3,370	29.2
	YES!	632	13.1	328	4.9	960	8.3
18. My teachers praise me when I work hard in school.	NO!	433	9.0	838	12.5	1,271	11.1
	no	1,578	32.8	2,977	44.5	4,555	39.6
	yes	2,159	44.9	2,519	37.7	4,678	40.7
	YES!	636	13.2	353	5.3	989	8.6
19. Are your school grades better than the grades of most students in your class?	NO!	405	8.4	428	6.4	833	7.3
	no	1,292	26.9	1,920	28.7	3,212	28.0
	yes	2,074	43.2	3,018	45.1	5,092	44.3
	YES!	1,027	21.4	1,323	19.8	2,350	20.5
20. There are lots of chances to be part of class discussions or activities.	NO!	155	2.7	177	2.3	332	2.4
	no	849	14.9	969	12.3	1,818	13.4
	yes	3,029	53.2	4,886	62.1	7,915	58.4
	YES!	1,665	29.2	1,831	23.3	3,496	25.8
21. Now think back over the past year, how often did you: a. enjoy being in school?	Never	279	4.9	358	4.6	637	4.7
	Seldom	639	11.1	1,132	14.4	1,771	13.0
	Sometimes	1,929	33.6	2,984	38.0	4,913	36.2
	Often	1,655	28.9	2,417	30.8	4,072	30.0
	Almost Always	1,232	21.5	964	12.3	2,196	16.2

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
b. hate being in school?	Never	633	11.1	406	5.2	1,039	7.7
	Seldom	1,884	33.1	2,215	28.2	4,099	30.3
	Sometimes	1,872	32.9	3,055	39.0	4,927	36.4
	Often	829	14.6	1,548	19.7	2,377	17.6
	Almost Always	471	8.3	618	7.9	1,089	8.0
c. try to do your best work in school?	Never	36	0.6	44	0.6	80	0.6
	Seldom	100	1.8	304	3.9	404	3.0
	Sometimes	565	9.9	1,516	19.3	2,081	15.4
	Often	1,552	27.3	2,901	37.0	4,453	32.9
	Almost Always	3,433	60.4	3,070	39.2	6,503	48.1
22. How often do you feel that the school work you are assigned is meaningful and important?	Never	252	4.4	396	5.0	648	4.8
	Seldom	770	13.5	2,007	25.6	2,777	20.5
	Sometimes	1,797	31.4	3,129	39.8	4,926	36.3
	Often	1,770	31.0	1,764	22.5	3,534	26.0
	Almost Always	1,128	19.7	558	7.1	1,686	12.4
23. Putting them all together, what were your grades like last year?	Mostly F's	139	2.4	182	2.3	321	2.4
	Mostly D's	179	3.1	264	3.4	443	3.3
	Mostly C's	740	13.0	1,269	16.2	2,009	14.9
	Mostly B's	1,669	29.4	2,561	32.8	4,230	31.3
	Mostly A's	2,956	52.0	3,539	45.3	6,495	48.1
24. How important do you think the things you are learning in school are going to be for your later life?	Very important	2,550	44.7	1,691	21.5	4,241	31.3
	Quite important	1,701	29.8	2,498	31.8	4,199	31.0
	Fairly important	1,073	18.8	2,481	31.6	3,554	26.2
	Slightly important	284	5.0	1,015	12.9	1,299	9.6
	Not at all important	97	1.7	163	2.1	260	1.9
25. How interesting are most of your courses to you?	Very interesting or stimulating	603	10.6	540	6.9	1,143	8.4
	Quite interesting	1,930	33.9	2,338	29.8	4,268	31.5
	Fairly interesting	2,034	35.8	3,201	40.8	5,235	38.7
	Slightly dull	794	14.0	1,422	18.1	2,216	16.4
	Very dull	326	5.7	351	4.5	677	5.0
26. During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"?	none	4,544	81.1	5,006	64.3	9,550	71.3
	1	397	7.1	1,008	12.9	1,405	10.5
	2	208	3.7	557	7.2	765	5.7
	3	207	3.7	456	5.9	663	5.0
	4-5	137	2.4	466	6.0	603	4.5
	6-10	45	0.8	161	2.1	206	1.5
	11 or more	63	1.1	131	1.7	194	1.4
27. Think of your four best friends (the friends you fell closest to). In the past year (12 months), how many of your best friends have...							
a. participated in clubs, organizations, and activities at school?	0	939	17.3	948	12.6	1,887	14.6
	1	949	17.5	1,058	14.1	2,007	15.5
	2	1,210	22.3	1,504	20.1	2,714	21.0
	3	968	17.9	1,401	18.7	2,369	18.3
	4	1,354	25.0	2,586	34.5	3,940	30.5

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
b. smoked cigarettes?	0	5,006	88.6	5,700	72.8	10,706	79.4
	1	347	6.1	929	11.9	1,276	9.5
	2	138	2.4	487	6.2	625	4.6
	3	69	1.2	280	3.6	349	2.6
	4	90	1.6	434	5.5	524	3.9
c. tried beer, wine or hard liquor (for example, vodka, whiskey, or gin) when their parents didn't know about it?	0	4,633	81.6	4,175	53.3	8,808	65.2
	1	508	8.9	1,166	14.9	1,674	12.4
	2	220	3.9	756	9.6	976	7.2
	3	127	2.2	554	7.1	681	5.0
	4	192	3.4	1,186	15.1	1,378	10.2
d. made the commitment to stay drug-free?	0	582	10.8	1,332	17.8	1,914	14.9
	1	264	4.9	812	10.9	1,076	8.4
	2	322	6.0	769	10.3	1,091	8.5
	3	446	8.3	827	11.1	1,273	9.9
	4	3,782	70.1	3,734	50.0	7,516	58.4
e. used marijuana?	0	5,107	90.7	5,118	65.7	10,225	76.2
	1	247	4.4	940	12.1	1,187	8.8
	2	98	1.7	528	6.8	626	4.7
	3	66	1.2	439	5.6	505	3.8
	4	114	2.0	762	9.8	876	6.5
f. tried to do well in school?	0	122	2.3	221	3.0	343	2.7
	1	207	3.8	427	5.7	634	4.9
	2	464	8.6	1,128	15.1	1,592	12.4
	3	1,059	19.6	1,822	24.3	2,881	22.4
	4	3,552	65.7	3,886	51.9	7,438	57.7
g. used LSD, cocaine, amphetamines, or other illegal drugs?	0	5,369	94.6	6,551	83.8	11,920	88.4
	1	166	2.9	651	8.3	817	6.1
	2	65	1.1	283	3.6	348	2.6
	3	27	0.5	137	1.8	164	1.2
	4	47	0.8	195	2.5	242	1.8
h. been suspended from school?	0	4,095	72.5	5,612	71.8	9,707	72.1
	1	876	15.5	1,124	14.4	2,000	14.9
	2	319	5.6	578	7.4	897	6.7
	3	139	2.5	221	2.8	360	2.7
	4	219	3.9	283	3.6	502	3.7
i. liked school?	0	851	15.8	1,550	20.7	2,401	18.6
	1	588	10.9	1,132	15.1	1,720	13.4
	2	1,149	21.3	1,870	25.0	3,019	23.5
	3	1,181	21.9	1,425	19.1	2,606	20.2
	4	1,628	30.2	1,500	20.1	3,128	24.3
j. carried a handgun?	0	5,414	95.4	7,291	93.2	12,705	94.1
	1	118	2.1	299	3.8	417	3.1
	2	60	1.1	112	1.4	172	1.3
	3	28	0.5	42	0.5	70	0.5
	4	53	0.9	83	1.1	136	1.0

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
k. sold illegal drugs?	0	5,443	96.6	6,690	85.7	12,133	90.3
	1	120	2.1	578	7.4	698	5.2
	2	35	0.6	285	3.7	320	2.4
	3	14	0.2	112	1.4	126	0.9
	4	24	0.4	139	1.8	163	1.2
l. regularly attended religious services?	0	552	12.3	703	11.1	1,255	11.6
	1	462	10.3	718	11.3	1,180	10.9
	2	621	13.9	894	14.1	1,515	14.0
	3	857	19.1	1,185	18.7	2,042	18.9
	4	1,985	44.3	2,831	44.7	4,816	44.6
m. stolen or tried to steal a motor vehicle such as a car or motorcycle?	0	5,398	95.1	7,149	91.3	12,547	92.9
	1	177	3.1	404	5.2	581	4.3
	2	52	0.9	134	1.7	186	1.4
	3	25	0.4	43	0.5	68	0.5
	4	22	0.4	97	1.2	119	0.9
n. defended someone who was being verbally abused at school?	0	1,609	30.1	2,152	28.9	3,761	29.4
	1	980	18.3	1,609	21.6	2,589	20.3
	2	1,099	20.6	1,784	24.0	2,883	22.6
	3	564	10.6	822	11.1	1,386	10.8
	4	1,092	20.4	1,067	14.4	2,159	16.9
o. been arrested?	0	5,142	90.9	6,126	78.4	11,268	83.6
	1	311	5.5	904	11.6	1,215	9.0
	2	96	1.7	427	5.5	523	3.9
	3	50	0.9	166	2.1	216	1.6
	4	59	1.0	190	2.4	249	1.8
p. dropped out of school?	0	5,499	96.9	6,915	88.3	12,414	91.9
	1	122	2.2	640	8.2	762	5.6
	2	29	0.5	153	2.0	182	1.3
	3	10	0.2	60	0.8	70	0.5
	4	13	0.2	67	0.9	80	0.6
q. been members of a gang?	0	5,185	91.7	7,187	91.9	12,372	91.8
	1	258	4.6	311	4.0	569	4.2
	2	96	1.7	130	1.7	226	1.7
	3	34	0.6	53	0.7	87	0.6
	4	82	1.5	137	1.8	219	1.6
28. What are the chances you would be seen as cool if you... a. smoked cigarettes?	No or very little chance						
	Little chance	4,808	85.0	6,189	79.3	10,997	81.7
	Some chance	499	8.8	1,081	13.9	1,580	11.7
	Pretty good chance	219	3.9	383	4.9	602	4.5
	Very good chance	74	1.3	96	1.2	170	1.3
		54	1.0	51	0.7	105	0.8
	No or very little chance						
	Little chance	408	7.6	606	8.1	1,014	7.9
	Some chance	584	10.8	1,082	14.5	1,666	13.0
	Pretty good chance	1,142	21.1	2,270	30.4	3,412	26.5
b. work hard in school?	Very good chance	1,572	29.1	2,106	28.2	3,678	28.6
		1,696	31.4	1,395	18.7	3,091	24.0

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
c. began drinking alcohol beverages regularly, that is, at least once or twice a month?	No or very little chance	4,614	81.4	4,667	59.7	9,281	68.8
	Little chance	559	9.9	1,316	16.8	1,875	13.9
	Some chance	288	5.1	1,104	14.1	1,392	10.3
	Pretty good chance	148	2.6	526	6.7	674	5.0
	Very good chance	59	1.0	200	2.6	259	1.9
d. defend someone who was being verbally abused at school?	No or very little chance	764	14.2	657	8.8	1,421	11.1
	Little chance	659	12.2	1,073	14.4	1,732	13.5
	Some chance	1,217	22.6	2,206	29.7	3,423	26.7
	Pretty good chance	1,375	25.5	2,062	27.7	3,437	26.8
	Very good chance	1,372	25.5	1,438	19.3	2,810	21.9
e. smoked marijuana?	No or very little chance	4,851	86.7	5,363	69.5	10,214	76.7
	Little chance	344	6.1	1,056	13.7	1,400	10.5
	Some chance	174	3.1	723	9.4	897	6.7
	Pretty good chance	121	2.2	358	4.6	479	3.6
	Very good chance	107	1.9	221	2.9	328	2.5
f. regularly volunteered to do community service?	No or very little chance	1,088	20.6	1,543	21.0	2,631	20.9
	Little chance	955	18.1	1,683	22.9	2,638	20.9
	Some chance	1,283	24.3	1,998	27.2	3,281	26.0
	Pretty good chance	1,067	20.3	1,283	17.5	2,350	18.6
	Very good chance	876	16.6	833	11.3	1,709	13.6
g. carried a handgun?	No or very little chance	4,707	85.5	6,504	85.2	11,211	85.3
	Little chance	399	7.3	640	8.4	1,039	7.9
	Some chance	177	3.2	283	3.7	460	3.5
	Pretty good chance	105	1.9	81	1.1	186	1.4
	Very good chance	115	2.1	130	1.7	245	1.9
29. How old were you when you first:							
a. smoked marijuana?	Never	5,497	95.8	6,284	79.8	11,781	86.5
	10 or younger	69	1.2	91	1.2	160	1.2
	11	53	0.9	80	1.0	133	1.0
	12	55	1.0	136	1.7	191	1.4
	13	50	0.9	282	3.6	332	2.4
	14	14	0.2	334	4.2	348	2.6
	15	1	0.0	335	4.3	336	2.5
	16	0	0.0	249	3.2	249	1.8
	17 or older	1	0.0	87	1.1	88	0.6
b. smoked a cigarette, even just a puff?	Never	5,094	89.0	5,811	73.8	10,905	80.2
	10 or younger	384	6.7	584	7.4	968	7.1
	11	106	1.9	214	2.7	320	2.4
	12	78	1.4	287	3.6	365	2.7
	13	51	0.9	252	3.2	303	2.2
	14	12	0.2	250	3.2	262	1.9
	15	1	0.0	238	3.0	239	1.8
	16	0	0.0	158	2.0	158	1.2
	17 or older	0	0.0	78	1.0	78	0.6

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
c. had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)?	Never	4,607	80.6	4,786	60.9	9,393	69.2
	10 or younger	489	8.6	478	6.1	967	7.1
	11	232	4.1	165	2.1	397	2.9
	12	218	3.8	360	4.6	578	4.3
	13	132	2.3	410	5.2	542	4.0
	14	37	0.6	569	7.2	606	4.5
	15	2	0.0	568	7.2	570	4.2
	16	1	0.0	396	5.0	397	2.9
	17 or older	0	0.0	121	1.5	121	0.9
	Never	5,534	96.6	6,502	82.6	12,036	88.5
	10 or younger	61	1.1	25	0.3	86	0.6
	11	25	0.4	26	0.3	51	0.4
	12	48	0.8	77	1.0	125	0.9
	13	39	0.7	151	1.9	190	1.4
	14	19	0.3	265	3.4	284	2.1
	15	1	0.0	351	4.5	352	2.6
	16	0	0.0	302	3.8	302	2.2
	17 or older	1	0.0	169	2.1	170	1.3
d. began drinking alcoholic beverages regularly, that is, at least once or twice a month?	Never	5,084	89.0	6,384	81.1	11,468	84.4
	10 or younger	231	4.0	220	2.8	451	3.3
	11	148	2.6	124	1.6	272	2.0
	12	127	2.2	257	3.3	384	2.8
	13	96	1.7	332	4.2	428	3.2
	14	25	0.4	275	3.5	300	2.2
	15	3	0.1	153	1.9	156	1.1
	16	0	0.0	85	1.1	85	0.6
	17 or older	1	0.0	39	0.5	40	0.3
	Never	1,909	35.1	2,440	32.5	4,349	33.6
	10 or younger	1,837	33.8	1,954	26.0	3,791	29.3
	11	851	15.6	537	7.1	1,388	10.7
	12	610	11.2	1,201	16.0	1,811	14.0
	13	178	3.3	426	5.7	604	4.7
	14	42	0.8	382	5.1	424	3.3
	15	2	0.0	283	3.8	285	2.2
	16	0	0.0	191	2.5	191	1.5
	17 or older	9	0.2	100	1.3	109	0.8
e. got suspended from school?	Never	5,519	96.4	7,084	90.3	12,603	92.9
	10 or younger	58	1.0	63	0.8	121	0.9
	11	47	0.8	38	0.5	85	0.6
	12	43	0.8	78	1.0	121	0.9
	13	43	0.8	104	1.3	147	1.1
	14	13	0.2	159	2.0	172	1.3
	15	1	0.0	149	1.9	150	1.1
	16	0	0.0	105	1.3	105	0.8
	17 or older	1	0.0	67	0.9	68	0.5
	Never	1,909	35.1	2,440	32.5	4,349	33.6
	10 or younger	1,837	33.8	1,954	26.0	3,791	29.3
	11	851	15.6	537	7.1	1,388	10.7
	12	610	11.2	1,201	16.0	1,811	14.0
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	14	42	0.8	382	5.1	424	3.3
	15	2	0.0	283	3.8	285	2.2
	16	0	0.0	191	2.5	191	1.5
	17 or older	9	0.2	100	1.3	109	0.8
f. volunteered to do community service?	Never	5,519	96.4	7,084	90.3	12,603	92.9
	10 or younger	58	1.0	63	0.8	121	0.9
	11	47	0.8	38	0.5	85	0.6
	12	43	0.8	78	1.0	121	0.9
	13	43	0.8	104	1.3	147	1.1
	14	13	0.2	159	2.0	172	1.3
	15	1	0.0	149	1.9	150	1.1
	16	0	0.0	105	1.3	105	0.8
	17 or older	1	0.0	67	0.9	68	0.5
	Never	1,909	35.1	2,440	32.5	4,349	33.6
	10 or younger	1,837	33.8	1,954	26.0	3,791	29.3
	11	851	15.6	537	7.1	1,388	10.7
	12	610	11.2	1,201	16.0	1,811	14.0
	13	178	3.3	426	5.7	604	4.7
	14	42	0.8	382	5.1	424	3.3
	15	2	0.0	283	3.8	285	2.2
	16	0	0.0	191	2.5	191	1.5
	17 or older	9	0.2	100	1.3	109	0.8
g. got arrested?	Never	5,519	96.4	7,084	90.3	12,603	92.9
	10 or younger	58	1.0	63	0.8	121	0.9
	11	47	0.8	38	0.5	85	0.6
	12	43	0.8	78	1.0	121	0.9
	13	43	0.8	104	1.3	147	1.1
	14	13	0.2	159	2.0	172	1.3
	15	1	0.0	149	1.9	150	1.1
	16	0	0.0	105	1.3	105	0.8
	17 or older	1	0.0	67	0.9	68	0.5
	Never	1,909	35.1	2,440	32.5	4,349	33.6
	10 or younger	1,837	33.8	1,954	26.0	3,791	29.3
	11	851	15.6	537	7.1	1,388	10.7
	12	610	11.2	1,201	16.0	1,811	14.0
	13	178	3.3	426	5.7	604	4.7
	14	42	0.8	382	5.1	424	3.3
	15	2	0.0	283	3.8	285	2.2
	16	0	0.0	191	2.5	191	1.5
	17 or older	9	0.2	100	1.3	109	0.8

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
h. carried a handgun?	Never	5,424	95.0	7,420	94.6	12,844	94.8
	10 or younger	130	2.3	112	1.4	242	1.8
	11	70	1.2	42	0.5	112	0.8
	12	38	0.7	66	0.8	104	0.8
	13	39	0.7	49	0.6	88	0.6
	14	9	0.2	47	0.6	56	0.4
	15	0	0.0	53	0.7	53	0.4
	16	1	0.0	35	0.4	36	0.3
	17 or older	0	0.0	19	0.2	19	0.1
i. attacked someone with the idea of seriously hurting them?	Never	5,097	89.2	6,698	85.3	11,795	86.9
	10 or younger	275	4.8	311	4.0	586	4.3
	11	138	2.4	96	1.2	234	1.7
	12	115	2.0	134	1.7	249	1.8
	13	70	1.2	157	2.0	227	1.7
	14	15	0.3	157	2.0	172	1.3
	15	1	0.0	132	1.7	133	1.0
	16	1	0.0	121	1.5	122	0.9
	17 or older	0	0.0	50	0.6	50	0.4
j. belonged to a gang?	Never	5,576	97.2	7,657	97.2	13,233	97.2
	10 or younger	46	0.8	47	0.6	93	0.7
	11	39	0.7	19	0.2	58	0.4
	12	35	0.6	15	0.2	50	0.4
	13	28	0.5	42	0.5	70	0.5
	14	10	0.2	34	0.4	44	0.3
	15	0	0.0	38	0.5	38	0.3
	16	0	0.0	14	0.2	14	0.1
	17 or older	1	0.0	8	0.1	9	0.1
30. How wrong do you think it is for someone your age to:							
a. take a handgun to school?	Very Wrong	5,373	93.8	7,292	92.6	12,665	93.1
	Wrong	291	5.1	465	5.9	756	5.6
	A Little Bit Wrong	36	0.6	71	0.9	107	0.8
	Not Wrong at All	28	0.5	44	0.6	72	0.5
b. steal anything worth more than \$5?	Very Wrong	3,934	68.8	4,720	60.0	8,654	63.7
	Wrong	1,439	25.2	2,350	29.9	3,789	27.9
	A Little Bit Wrong	285	5.0	677	8.6	962	7.1
	Not Wrong at All	61	1.1	120	1.5	181	1.3
c. pick a fight with someone?	Very Wrong	2,724	47.9	2,810	35.8	5,534	40.9
	Wrong	1,961	34.5	3,026	38.5	4,987	36.8
	A Little Bit Wrong	801	14.1	1,642	20.9	2,443	18.0
	Not Wrong at All	201	3.5	378	4.8	579	4.3
d. attack someone with the idea of seriously hurting them?	Very Wrong	4,652	81.4	5,644	71.8	10,296	75.9
	Wrong	787	13.8	1,546	19.7	2,333	17.2
	A Little Bit Wrong	204	3.6	521	6.6	725	5.3
	Not Wrong at All	74	1.3	145	1.8	219	1.6
e. stay away from school all day when their parents think they are at school?	Very Wrong	4,157	72.7	2,888	36.7	7,045	51.9
	Wrong	1,164	20.4	2,722	34.6	3,886	28.6
	A Little Bit Wrong	306	5.4	1,762	22.4	2,068	15.2
	Not Wrong at All	91	1.6	489	6.2	580	4.3

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
f. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong	4,930	86.2	5,033	64.0	9,963	73.3
	Wrong	448	7.8	1,394	17.7	1,842	13.6
	A Little Bit Wrong	246	4.3	950	12.1	1,196	8.8
	Not Wrong at All	96	1.7	488	6.2	584	4.3
g. smoke cigarettes?	Very Wrong	5,049	88.4	5,851	74.4	10,900	80.3
	Wrong	469	8.2	1,248	15.9	1,717	12.7
	A Little Bit Wrong	118	2.1	473	6.0	591	4.4
	Not Wrong at All	74	1.3	288	3.7	362	2.7
h. smoke marijuana?	Very Wrong	5,279	92.3	5,879	74.8	11,158	82.2
	Wrong	247	4.3	971	12.4	1,218	9.0
	A Little Bit Wrong	105	1.8	598	7.6	703	5.2
	Not Wrong at All	86	1.5	411	5.2	497	3.7
I. use LSD, cocaine, amphetamines or another illegal drug?	Very Wrong	5,491	96.1	7,123	90.6	12,614	92.9
	Wrong	157	2.7	499	6.3	656	4.8
	A Little Bit Wrong	33	0.6	149	1.9	182	1.3
	Not Wrong at All	31	0.5	94	1.2	125	0.9
31. How many times have you done the following things?							
a. Done what feels good no matter what?	Once a week or more	1,914	34.4	2,365	30.5	4,279	32.2
	2 or 3 times a month	790	14.2	1,269	16.4	2,059	15.5
	About once a month	402	7.2	757	9.8	1,159	8.7
	Less than once a month	382	6.9	833	10.8	1,215	9.1
	I've done it, but not in the past year	587	10.5	932	12.0	1,519	11.4
	Never	1,492	26.8	1,586	20.5	3,078	23.1
b. Done something dangerous because someone dared you to do it?	Once a week or more	260	4.6	394	5.1	654	4.9
	2 or 3 times a month	264	4.6	548	7.0	812	6.0
	About once a month	298	5.2	749	9.6	1,047	7.8
	Less than once a month	431	7.6	1,166	15.0	1,597	11.8
	I've done it, but not in the past year	1,202	21.1	2,038	26.1	3,240	24.0
	Never	3,229	56.8	2,902	37.2	6,131	45.5
c. Done crazy things even if they are a little dangerous?	Once a week or more	552	9.7	892	11.4	1,444	10.7
	2 or 3 times a month	391	6.9	915	11.7	1,306	9.7
	About once a month	417	7.3	991	12.7	1,408	10.4
	Less than once a month	551	9.7	1,364	17.5	1,915	14.2
	I've done it, but not in the past year	1,504	26.4	1,983	25.4	3,487	25.8
	Never	2,272	40.0	1,660	21.3	3,932	29.1
32. How many times in the past year (12 months) have you:							
a. been suspended from school?	Never	5,300	92.4	7,147	90.8	12,447	91.5
	1 to 2 times	337	5.9	583	7.4	920	6.8
	3 to 5 times	66	1.2	85	1.1	151	1.1
	6 to 9 times	13	0.2	23	0.3	36	0.3
	10 or 19 times	11	0.2	14	0.2	25	0.2
	20 or 29 times	2	0.0	7	0.1	9	0.1
	30 or 39 times	0	0.0	2	0.0	2	0.0
	40 + times	7	0.1	6	0.1	13	0.1

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
b. carried a handgun?	Never	5,489	95.9	7,536	95.9	13,025	95.9
	1 to 2 times	110	1.9	152	1.9	262	1.9
	3 to 5 times	50	0.9	55	0.7	105	0.8
	6 to 9 times	19	0.3	35	0.4	54	0.4
	10 or 19 times	24	0.4	25	0.3	49	0.4
	20 or 29 times	8	0.1	14	0.2	22	0.2
	30 or 39 times	4	0.1	0	0.0	4	0.0
	40 + times	19	0.3	42	0.5	61	0.4
c. sold illegal drugs?	Never	5,631	99.1	7,391	94.7	13,022	96.5
	1 to 2 times	20	0.4	178	2.3	198	1.5
	3 to 5 times	10	0.2	65	0.8	75	0.6
	6 to 9 times	2	0.0	49	0.6	51	0.4
	10 or 19 times	7	0.1	39	0.5	46	0.3
	20 or 29 times	2	0.0	18	0.2	20	0.1
	30 or 39 times	1	0.0	13	0.2	14	0.1
	40 + times	11	0.2	51	0.7	62	0.5
d. defended someone who was being verbally abused at school?	Never	1,682	30.9	2,091	27.9	3,773	29.2
	1 to 2 times	1,695	31.2	2,470	32.9	4,165	32.2
	3 to 5 times	810	14.9	1,322	17.6	2,132	16.5
	6 to 9 times	461	8.5	656	8.7	1,117	8.6
	10 or 19 times	313	5.8	471	6.3	784	6.1
	20 or 29 times	177	3.3	233	3.1	410	3.2
	30 or 39 times	66	1.2	91	1.2	157	1.2
	40 + times	235	4.3	169	2.3	404	3.1
e. stolen or tried to steal a motor vehicle such as a car or motorcycle?	Never	5,607	98.2	7,609	96.8	13,216	97.4
	1 to 2 times	61	1.1	133	1.7	194	1.4
	3 to 5 times	11	0.2	55	0.7	66	0.5
	6 to 9 times	8	0.1	16	0.2	24	0.2
	10 or 19 times	4	0.1	17	0.2	21	0.2
	20 or 29 times	7	0.1	21	0.3	28	0.2
	30 or 39 times	1	0.0	0	0.0	1	0.0
	40 + times	9	0.2	13	0.2	22	0.2
f. participated in clubs, organizations and activities after school?	Never	1,240	22.7	1,478	19.7	2,718	20.9
	1 to 2 times	1,534	28.0	1,438	19.1	2,972	22.9
	3 to 5 times	914	16.7	1,091	14.5	2,005	15.4
	6 to 9 times	543	9.9	646	8.6	1,189	9.2
	10 or 19 times	388	7.1	679	9.0	1,067	8.2
	20 or 29 times	237	4.3	409	5.4	646	5.0
	30 or 39 times	106	1.9	229	3.0	335	2.6
	40 + times	508	9.3	1,550	20.6	2,058	15.8
g. been arrested?	Never	5,550	97.1	7,299	93.1	12,849	94.8
	1 to 2 times	112	2.0	404	5.2	516	3.8
	3 to 5 times	30	0.5	74	0.9	104	0.8
	6 to 9 times	10	0.2	33	0.4	43	0.3
	10 or 19 times	3	0.1	16	0.2	19	0.1
	20 or 29 times	4	0.1	4	0.1	8	0.1
	30 or 39 times	0	0.0	3	0.0	3	0.0
	40 + times	7	0.1	10	0.1	17	0.1

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
h. done extra work on your own for school?	Never	862	15.8	1,313	17.5	2,175	16.8
	1 to 2 times	1,419	26.1	1,714	22.9	3,133	24.2
	3 to 5 times	998	18.3	1,302	17.4	2,300	17.8
	6 to 9 times	712	13.1	932	12.4	1,644	12.7
	10 or 19 times	528	9.7	869	11.6	1,397	10.8
	20 or 29 times	312	5.7	500	6.7	812	6.3
	30 or 39 times	154	2.8	237	3.2	391	3.0
	40 + times	455	8.4	627	8.4	1,082	8.4
i. attacked someone with the idea of seriously hurting them?	Never	5,151	90.3	6,940	88.4	12,091	89.2
	1 to 2 times	378	6.6	615	7.8	993	7.3
	3 to 5 times	72	1.3	143	1.8	215	1.6
	6 to 9 times	31	0.5	79	1.0	110	0.8
	10 or 19 times	40	0.7	25	0.3	65	0.5
	20 or 29 times	8	0.1	12	0.2	20	0.1
	30 or 39 times	3	0.1	8	0.1	11	0.1
	40 + times	23	0.4	29	0.4	52	0.4
j. looked forward to going to school?	Never	673	12.3	1,065	14.2	1,738	13.4
	1 to 2 times	909	16.7	1,329	17.8	2,238	17.3
	3 to 5 times	606	11.1	904	12.1	1,510	11.7
	6 to 9 times	447	8.2	712	9.5	1,159	9.0
	10 or 19 times	533	9.8	776	10.4	1,309	10.1
	20 or 29 times	432	7.9	605	8.1	1,037	8.0
	30 or 39 times	340	6.2	504	6.7	844	6.5
	40 + times	1,513	27.7	1,590	21.2	3,103	24.0
k. been drunk or high at school?	Never	5,399	95.5	6,816	87.3	12,215	90.8
	1 to 2 times	158	2.8	401	5.1	559	4.2
	3 to 5 times	31	0.5	172	2.2	203	1.5
	6 to 9 times	20	0.4	109	1.4	129	1.0
	10 or 19 times	10	0.2	77	1.0	87	0.6
	20 or 29 times	12	0.2	42	0.5	54	0.4
	30 or 39 times	5	0.1	39	0.5	44	0.3
	40 + times	18	0.3	149	1.9	167	1.2
l. volunteered to do community service?	Never	1,849	34.0	2,551	34.0	4,400	34.0
	1 to 2 times	1,118	20.6	1,140	15.2	2,258	17.5
	3 to 5 times	836	15.4	1,102	14.7	1,938	15.0
	6 to 9 times	592	10.9	923	12.3	1,515	11.7
	10 or 19 times	403	7.4	784	10.4	1,187	9.2
	20 or 29 times	221	4.1	387	5.2	608	4.7
	30 or 39 times	117	2.2	196	2.6	313	2.4
	40 + times	297	5.5	420	5.6	717	5.5
m. taken a handgun to school?	Never	5,688	99.6	7,803	99.4	13,491	99.5
	1 to 2 times	7	0.1	16	0.2	23	0.2
	3 to 5 times	3	0.1	10	0.1	13	0.1
	6 to 9 times	2	0.0	3	0.0	5	0.0
	10 or 19 times	1	0.0	0	0.0	1	0.0
	20 or 29 times	1	0.0	2	0.0	3	0.0
	30 or 39 times	0	0.0	2	0.0	2	0.0
	40 + times	7	0.1	16	0.2	23	0.2

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
33. Have you ever belonged to a gang?	No	5,081	96.1	7,144	96.6	12,225	96.4
	Yes	204	3.9	255	3.4	459	3.6
34. If you have ever belonged to a gang, did the gang have a name?	No	207	3.9	285	3.9	492	3.9
	Yes	152	2.9	219	3.0	371	3.0
35. You're looking at CD's in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?	I have never belonged to a gang	4,890	93.2	6,768	93.1	11,658	93.1
	Ignore her	507	8.9	1,295	16.6	1,802	13.3
36. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Grab a CD and leave the store	229	4.0	640	8.2	869	6.4
	Tell her to put the CD back	3,135	55.1	2,935	37.6	6,070	45.0
37. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Act like it is a joke, and ask her to put the CD back	1,817	31.9	2,944	37.7	4,761	35.3
	Push the person back	411	7.3	746	9.6	1,157	8.6
38. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?	Say "Excuse me" and keep on walking	3,284	58.2	4,375	56.4	7,659	57.2
	Say "Watch where you are going" and keep on walking	1,387	24.6	1,559	20.1	2,946	22.0
39. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Swear at the person and walk away	563	10.0	1,072	13.8	1,635	12.2
	Drink it	385	7.6	1,672	23.4	2,057	16.9
40. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else.	2,633	51.9	3,185	44.6	5,818	47.7
	Just say, "No thanks" and walk away	1,147	22.6	1,605	22.5	2,752	22.5
41. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Make up a good excuse, tell your friend you had something else to do, and leave.	905	17.9	675	9.5	1,580	12.9
	Leave the house anyway	141	3.0	340	5.1	481	4.2
42. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Explain what you are going to do with your friends, tell her when you will get home, and ask if you can go out.	3,648	76.7	5,194	78.4	8,842	77.7
	Not say anything and start watching TV	704	14.8	442	6.7	1,146	10.1
43. You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Get into an argument with her	263	5.5	651	9.8	914	8.0

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
39. How often do you attend religious services or activities?	Never	470	9.9	738	11.1	1,208	10.6
	Rarely	620	13.1	906	13.6	1,526	13.4
	1-2 Times a Month	456	9.6	561	8.4	1,017	8.9
	About Once a Week or More	3,189	67.3	4,446	66.8	7,635	67.1
40. How important is religion in your life?	Not important	416	8.8	922	13.8	1,338	11.7
	Somewhat important	654	13.8	1,039	15.6	1,693	14.9
	Pretty Important	1,045	22.1	1,285	19.3	2,330	20.4
	Very Important	2,622	55.4	3,416	51.3	6,038	53.0
41. Which is your religious preference (choose the religion with which you identify the most)?	Catholic	409	8.7	433	6.5	842	7.4
	Jewish	23	0.5	41	0.6	64	0.6
	LDS (Mormon)	3,517	74.6	4,862	73.3	8,379	73.8
	Protestant	30	0.6	110	1.7	140	1.2
	Other	388	8.2	560	8.4	948	8.4
	No Preference	350	7.4	625	9.4	975	8.6
42. Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply)	Mother	5,205		7,189		12,394	
	Stepmother	167		260		427	
	Foster mother	24		37		61	
	Grandmother	358		414		772	
	Aunt	207		220		427	
	Father	4,287		5,957		10,244	
	Stepfather	486		721		1,207	
	Foster father	26		30		56	
	Grandfather	243		225		468	
	Uncle	203		225		428	
	Other adults	141		262		403	
	Brother(s)	3,756		5,021		8,777	
	Stepbrother(s)	264		285		549	
	Sister(s)	3,545		4,763		8,308	
	Stepsister(s)	241		236		477	
	Other children	283		578		861	
43. What is the highest level of schooling that your mother completed?	Completed grade school or less	60	1.4	60	1.0	120	1.1
	Some high school	180	4.1	343	5.5	523	4.9
	Completed high school	754	17.1	1,379	22.1	2,133	20.0
	Some college	783	17.7	1,579	25.3	2,362	22.2
	Completed college	1,204	27.3	1,863	29.9	3,067	28.8
	Graduate or professional school after college	353	8.0	459	7.4	812	7.6
	Don't know	1,056	23.9	490	7.9	1,546	14.5
	Does not apply	24	0.5	62	1.0	86	0.8
44. I think sometimes it's okay to cheat at school.	NO!	3,200	57.1	2,156	27.6	5,356	40.0
	no	1,643	29.3	2,824	36.2	4,467	33.3
	yes	672	12.0	2,433	31.2	3,105	23.2
	YES!	91	1.6	387	5.0	478	3.6
45. It's important to think before you act.	NO!	87	1.6	87	1.1	174	1.3
	no	198	3.6	243	3.1	441	3.3
	yes	1,824	32.7	3,116	40.0	4,940	37.0
	YES!	3,466	62.2	4,339	55.7	7,805	58.4

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
46. Sometimes I think that life is not worth it.	NO!	2,479	45.3	2,974	38.6	5,453	41.3
	no	1,468	26.8	2,257	29.3	3,725	28.2
	yes	1,145	20.9	1,949	25.3	3,094	23.5
	YES!	383	7.0	533	6.9	916	6.9
47. At times I think I am no good at all.	NO!	1,654	30.0	1,805	23.3	3,459	26.1
	no	1,707	30.9	2,652	34.3	4,359	32.9
	yes	1,682	30.5	2,573	33.3	4,255	32.1
	YES!	479	8.7	701	9.1	1,180	8.9
48. All in all, I am inclined to think I am a failure.	NO!	2,972	53.9	3,571	45.9	6,543	49.2
	no	1,657	30.0	2,843	36.5	4,500	33.8
	yes	656	11.9	1,053	13.5	1,709	12.8
	YES!	234	4.2	321	4.1	555	4.2
49. In the past year, have you felt depressed or sad MOST days, even if you felt OK sometimes?	NO!	1,731	31.1	2,329	29.8	4,060	30.4
	no	1,745	31.4	2,608	33.4	4,353	32.6
	yes	1,412	25.4	1,937	24.8	3,349	25.1
	YES!	669	12.0	935	12.0	1,604	12.0
50. It is all right to beat up people if they start a fight.	NO!	2,767	50.0	2,565	32.9	5,332	40.0
	no	1,357	24.5	2,123	27.2	3,480	26.1
	yes	855	15.5	1,827	23.5	2,682	20.1
	YES!	552	10.0	1,276	16.4	1,828	13.7
51. I think it's okay to take something without asking if you can get away with it.	NO!	4,008	72.4	4,427	56.8	8,435	63.3
	no	1,223	22.1	2,638	33.9	3,861	29.0
	yes	223	4.0	558	7.2	781	5.9
	YES!	80	1.4	166	2.1	246	1.8
52. Sometimes we don't know what we will do as adults but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:							
	a. smoke cigarettes.	5,006	90.3	6,869	88.5	11,875	89.2
	no	456	8.2	615	7.9	1,071	8.0
	yes	66	1.2	212	2.7	278	2.1
b. drink beer, wine, or liquor.	YES!	18	0.3	68	0.9	86	0.6
	NO!	4,150	75.0	4,931	63.6	9,081	68.4
	no	661	11.9	880	11.3	1,541	11.6
	yes	593	10.7	1,392	18.0	1,985	14.9
c. smoke marijuana.	YES!	128	2.3	551	7.1	679	5.1
	NO!	5,084	92.5	6,531	84.7	11,615	88.0
	no	302	5.5	691	9.0	993	7.5
	yes	76	1.4	327	4.2	403	3.1
d. use LSD, cocaine, or another illegal drug.	YES!	32	0.6	158	2.1	190	1.4
	NO!	5,190	96.0	7,247	94.6	12,437	95.2
	no	194	3.6	297	3.9	491	3.8
	yes	12	0.2	79	1.0	91	0.7
	YES!	11	0.2	36	0.5	47	0.4

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
53-72 On how many occasions (if any) have you:							
53. had alcoholic beverages beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0	4,633	83.4	4,922	63.1	9,555	71.5
	1-2	496	8.9	798	10.2	1,294	9.7
	3-5	167	3.0	488	6.3	655	4.9
	6-9	86	1.5	311	4.0	397	3.0
	10-19	68	1.2	382	4.9	450	3.4
	20-39	47	0.8	339	4.3	386	2.9
	40+	61	1.1	563	7.2	624	4.7
54. had beer, wine or hard liquor to drink during the past 30 days?	0	5,260	94.6	6,441	82.8	11,701	87.7
	1-2	215	3.9	685	8.8	900	6.7
	3-5	46	0.8	259	3.3	305	2.3
	6-9	18	0.3	171	2.2	189	1.4
	10-19	13	0.2	135	1.7	148	1.1
	20-39	5	0.1	41	0.5	46	0.3
	40+	2	0.0	45	0.6	47	0.4
55. used marijuana in your lifetime?	0	5,321	95.8	6,262	80.6	11,583	86.9
	1-2	106	1.9	372	4.8	478	3.6
	3-5	29	0.5	242	3.1	271	2.0
	6-9	23	0.4	136	1.8	159	1.2
	10-19	18	0.3	204	2.6	222	1.7
	20-39	23	0.4	162	2.1	185	1.4
	40+	37	0.7	387	5.0	424	3.2
56. used marijuana during the past 30 days?	0	5,446	98.2	7,135	91.9	12,581	94.5
	1-2	53	1.0	265	3.4	318	2.4
	3-5	17	0.3	124	1.6	141	1.1
	6-9	13	0.2	60	0.8	73	0.5
	10-19	4	0.1	64	0.8	68	0.5
	20-39	12	0.2	45	0.6	57	0.4
	40+	3	0.1	74	1.0	77	0.6
57. used LSD or other psychedelics in your lifetime?	0	5,506	99.4	7,501	96.3	13,007	97.6
	1-2	19	0.3	151	1.9	170	1.3
	3-5	7	0.1	59	0.8	66	0.5
	6-9	1	0.0	37	0.5	38	0.3
	10-19	0	0.0	20	0.3	20	0.2
	20-39	3	0.1	8	0.1	11	0.1
	40+	1	0.0	16	0.2	17	0.1
58. used LSD or other psychedelics in the past 30 days?	0	5,521	99.8	7,727	99.1	13,248	99.4
	1-2	7	0.1	44	0.6	51	0.4
	3-5	2	0.0	15	0.2	17	0.1
	6-9	0	0.0	2	0.0	2	0.0
	10-19	1	0.0	5	0.1	6	0.0
	20-39	0	0.0	1	0.0	1	0.0
	40+	0	0.0	3	0.0	3	0.0

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
59. used cocaine or other crack in your lifetime?	0	5,513	99.4	7,493	96.2	13,006	97.5
	1-2	24	0.4	171	2.2	195	1.5
	3-5	3	0.1	63	0.8	66	0.5
	6-9	2	0.0	15	0.2	17	0.1
	10-19	1	0.0	8	0.1	9	0.1
	20-39	1	0.0	15	0.2	16	0.1
	40+	2	0.0	28	0.4	30	0.2
60. used cocaine or other crack in the past 30 days?	0	5,533	99.7	7,696	98.9	13,229	99.3
	1-2	10	0.2	53	0.7	63	0.5
	3-5	1	0.0	18	0.2	19	0.1
	6-9	0	0.0	6	0.1	6	0.0
	10-19	1	0.0	0	0.0	1	0.0
	20-39	0	0.0	3	0.0	3	0.0
	40+	2	0.0	2	0.0	4	0.0
61. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	0	4,888	88.3	6,884	88.3	11,772	88.3
	1-2	406	7.3	513	6.6	919	6.9
	3-5	119	2.1	163	2.1	282	2.1
	6-9	58	1.0	100	1.3	158	1.2
	10-19	22	0.4	70	0.9	92	0.7
	20-39	12	0.2	29	0.4	41	0.3
	40+	33	0.6	39	0.5	72	0.5
62. sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in the past 30 days?	0	5,270	95.2	7,578	97.2	12,848	96.4
	1-2	205	3.7	146	1.9	351	2.6
	3-5	32	0.6	43	0.6	75	0.6
	6-9	12	0.2	16	0.2	28	0.2
	10-19	4	0.1	7	0.1	11	0.1
	20-39	2	0.0	4	0.1	6	0.0
	40+	9	0.2	3	0.0	12	0.1
63. used derbisol in your lifetime?							
64. used derbisol in the past 30 days?							
65. used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them, in your lifetime?	0	5,476	99.0	7,502	96.3	12,978	97.4
	1-2	38	0.7	136	1.7	174	1.3
	3-5	2	0.0	52	0.7	54	0.4
	6-9	4	0.1	21	0.3	25	0.2
	10-19	1	0.0	20	0.3	21	0.2
	20-39	8	0.1	21	0.3	29	0.2
	40+	2	0.0	42	0.5	44	0.3
66. used stimulants ("amphetamines", "meth", "crystal", "crank") without a doctor telling you to take them, in the past 30 days?	0	5,512	99.8	7,686	98.7	13,198	99.1
	1-2	9	0.2	66	0.8	75	0.6
	3-5	2	0.0	14	0.2	16	0.1
	6-9	1	0.0	17	0.2	18	0.1
	10-19	0	0.0	3	0.0	3	0.0
	20-39	1	0.0	1	0.0	2	0.0
	40+	0		1	0.0	1	0.0

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
67. used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in your lifetime?	0	5,215	94.4	6,776	87.0	11,991	90.1
	1-2	194	3.5	394	5.1	588	4.4
	3-5	54	1.0	248	3.2	302	2.3
	6-9	22	0.4	120	1.5	142	1.1
	10-19	13	0.2	91	1.2	104	0.8
	20-39	8	0.1	78	1.0	86	0.6
	40+	16	0.3	83	1.1	99	0.7
68. used sedatives (tranquilizers, such as valium or xanax, barbituates, or sleeping pills) without a doctor telling you to take them, in the past 30 days?	0	5,407	97.9	7,344	94.3	12,751	95.8
	1-2	81	1.5	264	3.4	345	2.6
	3-5	19	0.3	95	1.2	114	0.9
	6-9	6	0.1	42	0.5	48	0.4
	10-19	5	0.1	32	0.4	37	0.3
	20-39	1	0.0	9	0.1	10	0.1
	40+	2	0.0	3	0.0	5	0.0
69. used heroin or other opiates in your lifetime?	0	5,484	99.6	7,638	98.0	13,122	98.7
	1-2	15	0.3	94	1.2	109	0.8
	3-5	3	0.1	18	0.2	21	0.2
	6-9	2	0.0	17	0.2	19	0.1
	10-19	1	0.0	12	0.2	13	0.1
	20-39	0	0.0	6	0.1	6	0.0
	40+	1	0.0	6	0.1	7	0.1
70. used heroin or other opiates in the past 30 days?	0	5,498	99.9	7,765	99.7	13,263	99.8
	1-2	4	0.1	15	0.2	19	0.1
	3-5	0	0.0	3	0.0	3	0.0
	6-9	2	0.0	6	0.1	8	0.1
	10-19	0	0.0	1	0.0	1	0.0
	20-39	0	0.0	0	0.0	0	0.0
	40+	0	0.0	0	0.0	0	0.0
71. used MDMA ('X', 'E', 'ecstasy') in lifetime?	0	5,442	99.3	7,549	96.9	12,991	97.9
	1-2	25	0.5	138	1.8	163	1.2
	3-5	7	0.1	32	0.4	39	0.3
	6-9	5	0.1	24	0.3	29	0.2
	10-19	2	0.0	21	0.3	23	0.2
	20-39	1	0.0	8	0.1	9	0.1
	40+	1	0.0	16	0.2	17	0.1
72. used MDMA ('X', 'E', 'ecstasy') in past 30 days?	0	5,471	99.8	7,739	99.3	13,210	99.5
	1-2	8	0.1	36	0.5	44	0.3
	3-5	3	0.1	7	0.1	10	0.1
	6-9	1	0.0	4	0.1	5	0.0
	10-19	0	0.0	5	0.1	5	0.0
	20-39	0	0.0	0	0.0	0	0.0
	40+	0	0.0	4	0.1	4	0.0
73. How much do you think people risk harming themselves (physically or in other ways) if they: a. smoke one or more packs of cigarettes per day?							
	No risk	162	3.0	122	1.6	284	2.2
	Slight risk	205	3.8	250	3.2	455	3.5
	Moderate risk	797	14.6	1,183	15.3	1,980	15.0
	Great risk	4,284	78.6	6,185	79.9	10,469	79.4

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
b. try marijuana once or twice?	No risk	299	5.5	1,062	13.8	1,361	10.4
	Slight risk	913	16.8	1,875	24.3	2,788	21.2
	Moderate risk	1,634	30.1	1,910	24.7	3,544	27.0
	Great risk	2,579	47.5	2,872	37.2	5,451	41.5
c. smoke marijuana regularly?	No risk	187	3.5	243	3.2	430	3.3
	Slight risk	154	2.9	583	7.6	737	5.6
	Moderate risk	531	9.9	1,189	15.5	1,720	13.2
	Great risk	4,515	83.8	5,667	73.8	10,182	77.9
d. take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	No risk	280	5.2	334	4.3	614	4.7
	Slight risk	672	12.4	1,019	13.2	1,691	12.8
	Moderate risk	1,308	24.1	1,938	25.0	3,246	24.7
	Great risk	3,168	58.4	4,446	57.5	7,614	57.8
74. Has anyone in your family ever had a severe alcohol or drug problem?	No	2,923	72.8	3,810	63.6	6,733	67.3
	Yes	1,090	27.2	2,178	36.4	3,268	32.7
75. I do the opposite of what people say, just to make them mad.	Very True	2,400	44.4	2,648	34.3	5,048	38.5
	Somewhat True	1,739	32.2	2,796	36.3	4,535	34.6
	Somewhat False	1,114	20.6	2,081	27.0	3,195	24.4
	Very False	151	2.8	187	2.4	338	2.6
76. I like to see how much I can get away with.	Very False	3,046	56.2	2,831	36.6	5,877	44.7
	Somewhat False	1,365	25.2	2,500	32.3	3,865	29.4
	Somewhat True	826	15.2	2,058	26.6	2,884	21.9
	Very True	180	3.3	346	4.5	526	4.0
77. I ignore rules that get in my way.	Very False	3,260	59.9	3,145	40.6	6,405	48.6
	Somewhat False	1,305	24.0	2,572	33.2	3,877	29.4
	Somewhat True	720	13.2	1,781	23.0	2,501	19.0
	Very True	158	2.9	248	3.2	406	3.1
78. Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, or chewing tobacco)?	Never	5,234	96.7	7,183	92.6	12,417	94.3
	Once or Twice	136	2.5	355	4.6	491	3.7
	Once in a while but not regularly	14	0.3	88	1.1	102	0.8
	Regularly in the past	18	0.3	74	1.0	92	0.7
79. How frequently have you used smokeless tobacco during the past 30 days?	Regularly now	11	0.2	57	0.7	68	0.5
	Never	5,350	98.9	7,599	98.0	12,949	98.4
	Once or Twice	36	0.7	83	1.1	119	0.9
	One or Twice per Week	13	0.2	29	0.4	42	0.3
80. Have you ever smoked cigarettes?	About once a day	4	0.1	18	0.2	22	0.2
	More than once a day	4	0.1	27	0.3	31	0.2
	Never	4,852	89.8	5,890	75.9	10,742	81.6
	Once or Twice	387	7.2	1,008	13.0	1,395	10.6
	Once in a while but not regularly	79	1.5	334	4.3	413	3.1
	Regularly in the past	62	1.1	276	3.6	338	2.6
	Regularly now	23	0.4	248	3.2	271	2.1

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
81. How frequently have you smoked cigarettes during the past 30 days?	Not at all	5,308	98.1	7,255	93.5	12,563	95.4
	Less than one cigarette per day	70	1.3	231	3.0	301	2.3
	One to five cigarettes per day	18	0.3	163	2.1	181	1.4
	About one-half pack per day	4	0.1	74	1.0	78	0.6
	About one pack per day	2	0.0	22	0.3	24	0.2
	About one and one-half packs per day	1	0.0	6	0.1	7	0.1
82. Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	Two packs or more per day	7	0.1	6	0.1	13	0.1
	Never	5,206	96.5	6,881	88.9	12,087	92.0
	Once	89	1.7	321	4.1	410	3.1
	Twice	50	0.9	206	2.7	256	1.9
	3-5 times	26	0.5	176	2.3	202	1.5
	6-9 times	9	0.2	68	0.9	77	0.6
83. If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	10 or more times	13	0.2	87	1.1	100	0.8
	NO!	469	8.8	1,410	18.3	1,879	14.4
	no	1,357	25.5	3,528	45.8	4,885	37.5
	yes	2,106	39.6	1,965	25.5	4,071	31.3
	YES!	1,386	26.1	805	10.4	2,191	16.8
84. If a kid drank some beer, wine or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood would he or she be caught by the police?	NO!	673	12.7	1,947	25.3	2,620	20.1
	no	1,840	34.6	3,854	50.1	5,694	43.8
	yes	1,827	34.4	1,435	18.6	3,262	25.1
	YES!	976	18.4	461	6.0	1,437	11.0
85. If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!	385	7.3	1,047	13.6	1,432	11.0
	no	931	17.5	2,654	34.5	3,585	27.6
	yes	1,811	34.1	2,565	33.4	4,376	33.7
	YES!	2,179	41.1	1,421	18.5	3,600	27.7
86. If you wanted to get some cigarettes, how easy would it be for you to get some?	Very hard	3,209	60.9	1,713	22.3	4,922	38.1
	Sort of hard	924	17.5	1,578	20.6	2,502	19.3
	Sort of easy	616	11.7	1,898	24.7	2,514	19.4
	Very easy	516	9.8	2,480	32.3	2,996	23.2
87. If you wanted to get some beer, wine or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard	3,118	59.4	1,692	22.1	4,810	37.2
	Sort of hard	892	17.0	1,334	17.4	2,226	17.2
	Sort of easy	651	12.4	1,808	23.6	2,459	19.0
	Very easy	588	11.2	2,833	37.0	3,421	26.5
88. If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	Very hard	4,421	84.4	3,837	50.1	8,258	64.0
	Sort of hard	463	8.8	1,875	24.5	2,338	18.1
	Sort of easy	210	4.0	1,228	16.0	1,438	11.2
	Very easy	142	2.7	720	9.4	862	6.7
89. If you wanted to get a handgun, how easy would it be for you to get one?	Very hard	3,610	69.1	3,559	46.5	7,169	55.6
	Sort of hard	776	14.9	1,889	24.7	2,665	20.7
	Sort of easy	458	8.8	1,135	14.8	1,593	12.4
	Very easy	381	7.3	1,077	14.1	1,458	11.3

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
90. If you wanted to get some marijuana, how easy would it be for you to get some?	Very hard	4,095	78.4	2,668	34.8	6,763	52.5
	Sort of hard	445	8.5	1,173	15.3	1,618	12.6
	Sort of easy	322	6.2	1,329	17.3	1,651	12.8
	Very easy	359	6.9	2,492	32.5	2,851	22.1
91. About how many adults have you known personally who in the past year have: a. a. used marijuana, crack, cocaine, or other drugs? b. sold or dealt drugs?	0	3,585	68.4	4,227	54.9	7,812	60.3
	1	801	15.3	1,305	16.9	2,106	16.3
	2	359	6.8	863	11.2	1,222	9.4
	3-4	275	5.2	636	8.3	911	7.0
	5+	224	4.3	674	8.7	898	6.9
	0	4,484	86.1	5,636	73.2	10,120	78.4
	1	420	8.1	900	11.7	1,320	10.2
	2	144	2.8	536	7.0	680	5.3
	3-4	77	1.5	281	3.7	358	2.8
	5+	85	1.6	344	4.5	429	3.3
	0	3,971	76.1	4,980	64.8	8,951	69.4
	1	713	13.7	1,228	16.0	1,941	15.0
92. Are you currently on probation with Juvenile Court?	2	261	5.0	614	8.0	875	6.8
	3-4	128	2.5	403	5.2	531	4.1
	5+	142	2.7	465	6.0	607	4.7
	0	2,867	55.0	2,757	35.8	5,624	43.5
	1	1,002	19.2	1,408	18.3	2,410	18.6
93. In the past year, did you received help from a resource teacher or other special education teacher?	2	465	8.9	957	12.4	1,422	11.0
	3-4	366	7.0	834	10.8	1,200	9.3
	5+	517	9.9	1,750	22.7	2,267	17.5
	No	5,120	98.0	7,539	97.7	12,659	97.8
	Yes	105	2.0	177	2.3	282	2.2
94. How wrong would most adults in your neighborhood think it is for kids your age: a. to use marijuana?	No	4,549	87.6	7,111	92.2	11,660	90.3
	Yes	642	12.4	605	7.8	1,247	9.7
	Very wrong	4,740	91.0	6,389	83.2	11,129	86.3
	Wrong	339	6.5	886	11.5	1,225	9.5
	A little bit wrong	80	1.5	297	3.9	377	2.9
b. to drink alcohol?	Not wrong at all	52	1.0	108	1.4	160	1.2
	Very wrong	4,291	82.6	5,578	72.7	9,869	76.7
	Wrong	581	11.2	1,340	17.5	1,921	14.9
	A little bit wrong	251	4.8	576	7.5	827	6.4
	Not wrong at all	71	1.4	183	2.4	254	2.0

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
c. to smoke cigarettes?	Very wrong	4,359	84.0	5,759	75.0	10,118	78.6
	Wrong	570	11.0	1,242	16.2	1,812	14.1
	A little bit wrong	193	3.7	499	6.5	692	5.4
	Not wrong at all	70	1.3	178	2.3	248	1.9
95. If I had to move, I would miss the neighborhood I now live in.	NO!	393	7.6	875	11.4	1,268	9.9
	no	523	10.1	1,328	17.3	1,851	14.4
	yes	1,527	29.5	2,614	34.1	4,141	32.2
	YES!	2,737	52.8	2,848	37.2	5,585	43.5
96. My neighbors notice when I am doing a good job and let me know about it.	NO!	1,127	21.9	2,165	28.4	3,292	25.8
	no	1,514	29.5	2,379	31.2	3,893	30.5
	yes	1,685	32.8	2,243	29.4	3,928	30.8
	YES!	812	15.8	842	11.0	1,654	13.0
97. I like my neighborhood.	NO!	343	6.7	753	9.8	1,096	8.6
	no	454	8.9	1,069	14.0	1,523	11.9
	yes	1,832	35.8	3,363	44.0	5,195	40.7
	YES!	2,482	48.6	2,464	32.2	4,946	38.8
98. There are lots of adults in my neighborhood I could talk to about something important.	NO!	699	13.7	1,534	20.1	2,233	17.5
	no	1,112	21.8	1,948	25.5	3,060	24.0
	yes	1,661	32.5	2,431	31.8	4,092	32.1
	YES!	1,639	32.1	1,734	22.7	3,373	26.4
99. I'd like to get out of my neighborhood.	NO!	2,554	50.1	2,472	32.4	5,026	39.5
	no	1,554	30.5	2,874	37.7	4,428	34.8
	yes	636	12.5	1,469	19.3	2,105	16.5
	YES!	349	6.9	815	10.7	1,164	9.1
100. There are people in my neighborhood who are proud of me when I do something well.	NO!	685	13.5	1,307	17.1	1,992	15.7
	no	1,064	20.9	1,745	22.9	2,809	22.1
	yes	2,073	40.7	3,249	42.6	5,322	41.8
	YES!	1,267	24.9	1,330	17.4	2,597	20.4
101. There are people in my neighborhood who encourage me to do my best.	NO!	668	13.1	1,267	16.6	1,935	15.2
	no	914	17.9	1,577	20.6	2,491	19.6
	yes	1,908	37.5	3,092	40.4	5,000	39.3
	YES!	1,602	31.5	1,709	22.4	3,311	26.0
102. I feel safe in my neighborhood.	NO!	266	5.2	305	4.0	571	4.5
	no	376	7.4	574	7.5	950	7.5
	yes	1,905	37.4	3,607	47.2	5,512	43.3
	YES!	2,548	50.0	3,159	41.3	5,707	44.8
103. How many times have you changed homes since kindergarten?	Never	1,975	38.7	2,595	34.0	4,570	35.9
	1 or 2 times	1,672	32.7	2,603	34.1	4,275	33.5
	3 or 4 times	770	15.1	1,181	15.5	1,951	15.3
	5 or 6 times	350	6.9	572	7.5	922	7.2
104. Have you changed homes in the past year (12 months)?	7 or more times	342	6.7	685	9.0	1,027	8.1
	No	4,106	81.2	6,329	83.4	10,435	82.5
	Yes	950	18.8	1,256	16.6	2,206	17.5

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
105. Which of the following activities for people your age are available in your community?							
	a. sports teams						
	No	458	9.1	627	8.3	1,085	8.6
	Yes	4,584	90.9	6,958	91.7	11,542	91.4
	b. scouting						
	No	632	12.6	801	10.7	801	11.4
	Yes	4,370	87.4	6,713	89.3	6,713	88.6
	c. boys and girls clubs						
	No	1,816	37.1	2,620	35.4	4,436	36.1
	Yes	3,076	62.9	4,781	64.6	7,857	63.9
	d. 4-H clubs						
	No	2,593	55.8	3,308	45.8	5,901	49.7
	Yes	2,055	44.2	3,915	54.2	5,970	50.3
	e. service clubs						
	No	1,879	39.1	2,089	28.3	3,968	32.6
	Yes	2,925	60.9	5,282	71.7	8,207	67.4
106. Have you changed schools (including changing from elementary to middle and middle to high school) in the past year?	No	2,932	58.4	5,105	66.9	8,037	63.5
	Yes	2,088	41.6	2,529	33.1	4,617	36.5
107. How many times have you changed schools (including changing from elementary to middle and middle to high school) since kindergarten?	Never	1,051	21.0	710	9.4	1,761	14.0
	1 or 2 times	2,262	45.3	2,475	32.7	4,737	37.7
	3 or 4 times	1,112	22.3	2,734	36.2	3,846	30.6
	5 or 6 times	353	7.1	1,013	13.4	1,366	10.9
	7 or more times	217	4.3	629	8.3	846	6.7
108. How much do each of the following statements describe your neighborhood?							
	a. crime and/or drug selling						
	NO!	3,873	78.1	4,911	64.6	8,784	70.0
	no	749	15.1	1,921	25.3	2,670	21.3
	yes	244	4.9	592	7.8	836	6.7
	YES!	91	1.8	175	2.3	266	2.1
	b. fights						
	NO!	3,215	65.0	4,452	58.6	7,667	61.1
	no	1,077	21.8	2,369	31.2	3,446	27.5
	yes	504	10.2	637	8.4	1,141	9.1
	YES!	150	3.0	138	1.8	288	2.3
	c. lots of empty or abandoned buildings						
	NO!	3,826	77.4	5,600	73.8	9,426	75.2
	no	851	17.2	1,665	21.9	2,516	20.1
	yes	189	3.8	253	3.3	442	3.5
	YES!	76	1.5	75	1.0	151	1.2
	d. lots of graffiti						
	NO!	3,998	81.0	5,936	78.1	9,934	79.2
	no	717	14.5	1,426	18.8	2,143	17.1
	yes	149	3.0	178	2.3	327	2.6
	YES!	73	1.5	61	0.8	134	1.1
109. How many brothers and sisters, including stepbrothers and sisters, do you have that are older than you?	0	1,018	24.9	1,680	26.0	2,698	25.6
	1	1,097	26.8	1,591	24.6	2,688	25.5
	2	828	20.2	1,334	20.7	2,162	20.5
	3	546	13.3	891	13.8	1,437	13.6
	4	304	7.4	453	7.0	757	7.2
	5	128	3.1	207	3.2	335	3.2
	6 or more	170	4.2	300	4.6	470	4.5

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
110. How many brothers and sisters, including stepbrothers and sisters, do you have that are older than you?	0	1,127	27.5	1,468	22.7	2,595	24.6
	1	904	22.0	1,526	23.6	2,430	23.0
	2	758	18.5	1,188	18.4	1,946	18.4
	3	523	12.7	889	13.8	1,412	13.4
	4	303	7.4	565	8.7	868	8.2
	5	183	4.5	315	4.9	498	4.7
	6 or more	307	7.5	507	7.9	814	7.7
111. How wrong do your parents feel a. drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly? b. smoke cigarettes? c. smoke marijuana?	Very wrong	3,764	92.3	5,314	82.5	9,078	86.3
	Wrong	204	5.0	693	10.8	897	8.5
	A little bit wrong	85	2.1	359	5.6	444	4.2
	Not wrong at all	25	0.6	76	1.2	101	1.0
	Very wrong	3,909	95.9	5,869	91.0	9,778	92.9
	Wrong	117	2.9	410	6.4	527	5.0
	A little bit wrong	27	0.7	122	1.9	149	1.4
d. d. steal something worth more than \$5? e. draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission)? f. pick a fight with someone?	Not wrong at all	21	0.5	47	0.7	68	0.6
	Very wrong	3,947	97.5	5,978	93.3	9,925	94.9
	Wrong	71	1.8	269	4.2	340	3.3
	A little bit wrong	14	0.3	103	1.6	117	1.1
	Not wrong at all	18	0.4	58	0.9	76	0.7
	Very wrong	3,728	92.0	5,803	90.4	9,531	91.0
	Wrong	264	6.5	515	8.0	779	7.4
112. Have any of your brothers or a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)? b. smoked marijuana? c. smoked cigarettes?	A little bit wrong	39	1.0	75	1.2	114	1.1
	Not wrong at all	23	0.6	28	0.4	51	0.5
	Very wrong	3,809	93.9	5,812	90.4	9,621	91.8
	Wrong	184	4.5	464	7.2	648	6.2
	A little bit wrong	39	1.0	114	1.8	153	1.5
	Not wrong at all	25	0.6	37	0.6	62	0.6
	Very wrong	3,002	73.9	4,268	66.4	7,270	69.3
a. drunk beer, wine or hard liquor (for example, vodka, whiskey or gin)? b. smoked marijuana? c. smoked cigarettes?	Wrong	778	19.2	1,577	24.5	2,355	22.4
	A little bit wrong	222	5.5	517	8.0	739	7.0
	Not wrong at all	59	1.5	69	1.1	128	1.2
	No	3,137	77.5	3,627	56.2	6,764	64.4
	Yes	850	21.0	2,735	42.4	3,585	34.1
	Don't have siblings	59	1.5	92	1.4	151	1.4
	No	3,663	90.6	4,836	75.2	8,499	81.1
d. taken a handgun to school?	Yes	325	8.0	1,500	23.3	1,825	17.4
	Don't have siblings	56	1.4	95	1.5	151	1.4
	No	3,352	83.1	4,481	69.6	7,833	74.8
	Yes	624	15.5	1,866	29.0	2,490	23.8
	Don't have siblings	58	1.4	93	1.4	151	1.4
	No	3,957	98.0	6,249	97.1	10,206	97.5
	Yes	27	0.7	98	1.5	125	1.2
	Don't have siblings	55	1.4	87	1.4	142	1.4

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
e. been suspended or expelled from school?	No	3,255	80.5	4,454	69.2	7,709	73.6
	Yes	733	18.1	1,890	29.4	2,623	25.0
	Don't have siblings	57	1.4	92	1.4	149	1.4
113. The rules in my family are clear.	NO!	74	1.8	107	1.7	181	1.7
	no	274	6.8	584	9.1	858	8.2
	yes	1,405	34.9	2,726	42.4	4,131	39.5
	YES!	2,274	56.5	3,014	46.9	5,288	50.6
114. People in my family often insult or yell at each other.	NO!	932	23.3	1,009	15.7	1,941	18.6
	no	1,630	40.8	2,824	44.0	4,454	42.8
	yes	1,088	27.2	1,983	30.9	3,071	29.5
	YES!	349	8.7	600	9.4	949	9.1
115. When I am not at home, one of my parents knows where I am and who I am with.	NO!	78	2.0	165	2.6	243	2.3
	no	197	5.0	647	10.1	844	8.1
	yes	1,260	31.8	2,948	46.1	4,208	40.6
	YES!	2,427	61.3	2,638	41.2	5,065	48.9
116. We argue about the same things in my family over and over.	NO!	1,093	27.7	944	14.8	2,037	19.7
	no	1,603	40.6	2,699	42.2	4,302	41.6
	yes	897	22.7	2,125	33.2	3,022	29.2
	YES!	359	9.1	628	9.8	987	9.5
117. If you drank some beer or wine or hard liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!	243	6.2	766	12.0	1,009	9.8
	no	380	9.7	1,935	30.3	2,315	22.5
	yes	720	18.4	1,526	23.9	2,246	21.8
	YES!	2,573	65.7	2,165	33.9	4,738	46.0
118. My family has clear rules about alcohol and drug use.	NO!	96	2.4	152	2.4	248	2.4
	no	174	4.4	499	7.8	673	6.5
	yes	559	14.2	1,474	23.0	2,033	19.7
	YES!	3,112	79.0	4,278	66.8	7,390	71.4
119. If you carried a handgun without your parents' permission, would you be caught by your parents?	NO!	144	3.7	393	6.2	537	5.2
	no	206	5.3	1,162	18.2	1,368	13.3
	yes	705	18.0	1,769	27.8	2,474	24.1
	YES!	2,855	73.0	3,049	47.8	5,904	57.4
120. If you skipped school would you be caught by your parents?	NO!	163	4.2	556	8.7	719	7.0
	no	356	9.1	1,767	27.6	2,123	20.6
	yes	870	22.3	2,052	32.1	2,922	28.4
	YES!	2,514	64.4	2,016	31.5	4,530	44.0
121. Do you feel very close to your mother?	NO!	134	3.5	297	4.7	431	4.2
	no	231	6.0	607	9.6	838	8.2
	yes	828	21.5	2,004	31.6	2,832	27.8
	YES!	2,665	69.1	3,429	54.1	6,094	59.8
122. Do you share your thoughts and feelings with your mother?	NO!	220	5.7	468	7.4	688	6.7
	no	599	15.4	1,283	20.2	1,882	18.4
	yes	1,190	30.6	2,227	35.0	3,417	33.3
	YES!	1,875	48.3	2,385	37.5	4,260	41.6

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
123. My parents ask me what I think before most family decisions affecting me are made.	NO!	273	7.1	524	8.2	797	7.8
	no	653	16.9	1,375	21.5	2,028	19.8
	yes	1,444	37.3	2,733	42.8	4,177	40.8
	YES!	1,497	38.7	1,751	27.4	3,248	31.7
124. Do you share your thoughts and feelings with your father?	NO!	470	12.1	929	14.5	1,399	13.6
	no	746	19.2	1,662	26.0	2,408	23.5
	yes	1,312	33.8	2,211	34.6	3,523	34.3
	YES!	1,349	34.8	1,584	24.8	2,933	28.6
125. Do you enjoy spending time with your mother?	NO!	90	2.3	215	3.4	305	3.0
	no	154	3.9	530	8.3	684	6.6
	yes	1,142	29.3	2,812	44.0	3,954	38.4
	YES!	2,517	64.5	2,830	44.3	5,347	52.0
126. Do you enjoy spending time with your father?	NO!	195	5.0	439	6.9	634	6.2
	no	213	5.5	623	9.8	836	8.2
	yes	1,070	27.5	2,777	43.6	3,847	37.5
	YES!	2,410	62.0	2,526	39.7	4,936	48.1
127. If I had a personal problem, I could ask my mom or dad for help.	NO!	141	3.6	340	5.3	481	4.7
	no	251	6.4	712	11.2	963	9.4
	yes	1,039	26.7	2,409	37.9	3,448	33.6
	YES!	2,465	63.3	2,901	45.6	5,366	52.3
128. Do you feel very close to your father?	NO!	252	6.5	634	10.0	886	8.7
	no	394	10.2	1,018	16.1	1,412	13.8
	yes	984	25.5	2,222	35.1	3,206	31.4
	YES!	2,233	57.8	2,465	38.9	4,698	46.0
129. My parents give me lots of chances to do fun things with them.	NO!	121	3.1	301	4.7	422	4.1
	no	471	12.2	1,211	19.0	1,682	16.4
	yes	1,330	34.3	2,650	41.6	3,980	38.9
	YES!	1,952	50.4	2,205	34.6	4,157	40.6
130. My parents ask if I've gotten my homework done.	NO!	74	1.9	356	5.6	430	4.2
	no	222	5.7	1,017	16.0	1,239	12.1
	yes	1,008	26.1	2,421	38.1	3,429	33.6
	YES!	2,559	66.2	2,563	40.3	5,122	50.1
131. People in my family have serious arguments.	NO!	1,369	35.7	1,532	24.2	2,901	28.6
	no	1,590	41.4	2,962	46.9	4,552	44.8
	yes	556	14.5	1,287	20.4	1,843	18.1
	YES!	321	8.4	541	8.6	862	8.5
132. Would your parents know if you did not come home on time?	NO!	101	2.6	224	3.5	325	3.2
	no	322	8.4	694	10.9	1,016	10.0
	yes	1,211	31.6	2,589	40.7	3,800	37.3
	YES!	2,204	57.4	2,855	44.9	5,059	49.6
133. It is important to be honest with your parents, even if they become upset or you get punished.	NO!	80	2.1	237	3.7	317	3.1
	no	162	4.2	589	9.3	751	7.4
	yes	1,043	27.1	2,569	40.4	3,612	35.4
	YES!	2,566	66.6	2,970	46.7	5,536	54.2

Question	Response	Middle School Sample		High School Sample		Total Sample	
		#	%	#	%	#	%
134. My parents notice when I am doing a good job and let me know about it.	Never or Almost Never	148	3.9	342	5.4	490	4.8
	Sometimes	656	17.1	1,538	24.2	2,194	21.5
	Often	1,163	30.3	2,271	35.7	3,434	33.6
	All the time	1,873	48.8	2,216	34.8	4,089	40.1
135. How often do your parents tell you they're proud of you for something you've done?	Never or Almost Never	167	4.4	400	6.3	567	5.6
	Sometimes	629	16.4	1,625	25.5	2,254	22.1
	Often	1,227	32.0	2,194	34.4	3,421	33.5
	All the time	1,815	47.3	2,156	33.8	3,971	38.9
136. How important were these questions?	Not too important	731	16.4	1,880	26.2	2,611	22.4
	Fairly important	965	21.7	2,260	31.5	3,225	27.7
	Important	1,606	36.1	2,209	30.7	3,815	32.8
	Very Important	1,148	25.8	837	11.6	1,985	17.1
137. How honest were you in filling out this survey?	I was very honest	3,988	85.5	6,680	89.1	10,668	87.7
	I was honest pretty much of the time	581	12.5	745	9.9	1,326	10.9
	I was honest some of the time	62	1.3	54	0.7	116	1.0
	I was honest once in a while	32	0.7	21	0.3	53	0.4
	I was not honest at all (removed)	0	0.0	0	0.0	0	0.0

Appendix E: Item Dictionary for the 2003 Utah PNA Survey

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
DEMOGRAPHICS		
How old are you?	10 or younger, 11, 12, 13, 14, 15, 16, 17, 18, 19 or older	5
What grade are you in?	6, 7, 8, 9, 10, 11, 12	6
Are you:	Female, Male	4
What do you consider yourself to be?	See questionnaire for complete list of ethnic categories	7
Think of where you live most of the time. Which of the following people live there with you?	See questionnaire for complete list of categories	42
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you?	0, 1, 2, 3, 4, 5, 6, or more	110
How many brothers and sisters, including stepbrothers and stepsisters, do you have that are younger than you?	same as above	109
What is the language you use most often at home?	English, Spanish, Another Language	8
What is the highest level of schooling your father completed?	See questionnaire for complete list of school completion categories	10
What is the highest level of schooling your mother completed?	same as above	43
Where are you living now?	On a farm, In the country (not on a farm), in a city, town, or suburb	9
COMMUNITY: Low Neighborhood Attachment		
I'd like to get out of my neighborhood.	NO!, no, yes, YES!	99
I like my neighborhood.	same as above	97
If I had to move, I would miss the neighborhood I now live in.	same as above	95

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
COMMUNITY: Community Disorganization		
<i>How much do each of the following statements describe your neighborhood:</i>		
crime and/or drug selling	NO!, no, yes, YES!	108a
fights	same as above	108b
lots of empty or abandoned buildings	same as above	108c
lots of graffiti	same as above	108d
I feel safe in my neighborhood	same as above	102
COMMUNITY: Transitions and Mobility		
Have you changed homes in the past year (the last 12 months)?	No, Yes	104
How many times have you changed homes since kindergarten?	Never, 1or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	103
Have you changed schools in the past year?	No, Yes	106
How many times have you changed schools since kindergarten?	Never, 1or 2 times, 3 or 4 times, 5 or 6 times, 7 or more times	107
COMMUNITY: Laws and Norms Favorable to Drug Use		
<i>How wrong would most adults in your neighborhood think it was for kids your age:</i>		
to use marijuana.	Very Wrong, Wrong, A little bit wrong, Not wrong at all	94a
to drink alcohol.	same as above	94b
to smoke cigarettes.	same as above	94c
If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?	NO!, no, yes, YES!	84

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
If a kid smoked marijuana in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	83
If a kid carried a handgun in your neighborhood would he or she be caught by the police?	NO!, no, yes, YES!	85
COMMUNITY: Perceived Availability of Drugs		
If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?	Very hard, Sort of hard, Sort of easy, Very easy	87
If you wanted to get some cigarettes, how easy would it be for you to get some?	same as above	86
If you wanted to get some marijuana, how easy would it be for you to get some?	same as above	90
If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?	same as above	88
COMMUNITY: Perceived Availability of Handguns		
If you wanted to get a handgun, how easy would it be for you to get one?	same as above	89
COMMUNITY: Opportunities for Prosocial Involvement		
There are lots of adults in my neighborhood I could talk to about something important	NO!, no, yes, YES!	98
<i>Which of the following activities for people your age are available in your community?</i>		
sports teams	YES, No	105a
scouting	same as above	105b
boys and girls clubs	same as above	105c
4-H clubs	same as above	105d

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
service clubs	same as above	105e
COMMUNITY: Rewards for Prosocial Involvement		
My neighbors notice when I am doing a good job and let me know about it.	NO!, no, yes, YES!	96
There are people in my neighborhood who encourage me to do my best.	same as above	101
There are people in my neighborhood who are proud of me when I do something well.	same as above	100
FAMILY: Poor Family Management		
My parents ask if I've gotten my homework done.	NO!, no, yes, YES!	130
Would your parents know if you did not come home on time?	same as above	132
When I am not at home, one of my parents knows where I am and who I am with.	same as above	115
The rules in my family are clear	same as above	113
My family has clear rules about alcohol and drug use.	same as above	118
If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?	NO!, no, yes, YES!	117
If you skipped school would you be caught by your parents?	same as above	120
If you carried a handgun without your parents' permission, would you be caught by your parents?	same as above	119

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
FAMILY: Family Conflict		
People in my family often insult or yell at each other.	NO!, no, yes, YES!	114
People in my family have serious arguments.	same as above	131
We argue about the same things in my family over and over.	same as above	116
FAMILY: Family History of Antisocial Behavior		
Has anyone in your family ever had a severe alcohol or drug problem?	No, Yes	74
<i>Have any of your brothers or sisters ever:</i>		
drunk beer, wine, or hard liquor (for example, vodka, whiskey, or gin)?	No, Yes, I don't have any brothers or sisters	112a
smoked marijuana?	same as above	112b
smoked cigarettes?	same as above	112c
taken a handgun to school?	same as above	112d
been suspended or expelled from school?	same as above	112e
<i>About how many adults have you know personally who in the past year have:</i>		
used marijuana, crack cocaine, or other drugs?	None, 1 adult, 2 adults, 3 or 4 adults, 5 or more adults	91a
sold or dealt drugs?	same as above	91b
done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc?	same as above	91c
gotten drunk or high?	same as above	91d

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
FAMILY: Parental Attitudes Favorable Toward Drug Use		
<i>How wrong do your parents feel it would be for <u>you</u> to:</i>		
drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	Very wrong, Wrong, A little bit wrong, Not wrong at all	111a
smoke cigarettes?	same as above	111b
smoke marijuana?	same as above	111d
FAMILY: Parental Attitudes Favorable to Antisocial Behavior		
steal anything worth more than \$5?	Very wrong, Wrong, A little bit wrong, Not wrong at all	111e
draw graffiti, or write things, or draw pictures on buildings or other property(without the owner's permission)?	same as above	111f
pick a fight with someone?	same as above	111g
FAMILY: Attachment		
Do you feel very close to your mother?	NO!, no, yes, YES!	121
Do you share your thoughts and feeling with your mother?	same as above	122
Do you feel very close to your father?	same as above	128
Do you share your thoughts and feeling with your father?	same as above	124
FAMILY: Opportunities for Prosocial Involvement		
My parents give me lots of chances to do fun things with them.	NO!, no, yes, YES!	129
My parents ask me what I think before most family decisions affecting me are made.	same as above	123

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
If I had a personal problem, I could ask my mom or dad for help.	same as above	127
FAMILY: Rewards for Prosocial Involvement		
My parents notice when I am doing a good job and let me know about it.	Never or almost never, Sometimes, Often, All the time	134
How often do your parents tell you they're proud of you for something you've done?	same as above	135
Do you enjoy spending time with your mother?	NO!, no, yes, YES!	125
Do you enjoy spending time with your father?	same as above	126
SCHOOL: Academic Failure		
Putting them all together, what were your grades like last year?	Mostly F's, Mostly D's, Mostly C's, Mostly B's, Mostly A's	23
Are your school grades better than the grades of most students in your class?	NO!, no, yes, YES!	19
SCHOOL: Little Commitment to School		
How often do you feel that the school work you are assigned is meaningful and important?	Almost Always, Often, Sometimes, Seldom, Never	22
How interesting are most of your courses to you?	Very Interesting & Stimulating, Quite Interesting, Fairly Interesting, Slightly Dull, Very Dull	25
How important do you think the things you are learning in school are going to be for your later life?	Very Important, Quite Important, Fairly Important, Slightly Important, Not at all Important	24

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
<i>Now, thinking back over the past year in school, how often did you...</i>		
enjoy being in school?	Never, Seldom, Sometimes, Often, Almost Always	21a
hate being in school?	same as above	21b
try to do your best work in school?	same as above	21c
During the LAST FOUR WEEKS how many whole days of school have you missed because you skipped or "cut"	None, 1, 2, 3, 4-5, 6-10, 11 or more	26
SCHOOL: Opportunities for Prosocial Involvement		
In my school, students have lost of chances to help decide things like class activities and rules.	NO!, no, yes, YES!	11
There are lots of chances for students in my school to talk with a teacher one-on-one.	same as above	15
Teachers ask me to work on special classroom projects.	same as above	12
There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class.	same as above	14
I have lots of chances to be part of class discussions or activities.	same as above	20
SCHOOL: Rewards for Prosocial Involvement		
My teacher(s) notices when I am doing a good job and lets me know about it.	NO!, no, yes, YES!	13
The school lets my parents know when I have done something well.	same as above	17
I feel safe at my school.	same as above	16
My teachers praise me when I work hard in school.	same as above	18

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
PEER-INDIVIDUAL: Rebelliousness		
I do the opposite of what people tell me, just to get them mad.	Very False, Somewhat False, Somewhat True, Very True	75
I ignore the rules that get in my way.	same as above	77
I like to see how much I can get away with.	same as above	76
PEER-INDIVIDUALS: Early Initiation of Problem Behavior		
<i>How old were you when you first:</i>		
smoked marijuana?	Never, Have, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	29a
smoked a cigarette, even just a puff?	same as above	29b
had more than a sip or two of beer, wine or hard liquor (for example, vodka, whiskey, or gin)	same as above	29c
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	29d
PEER-INDIVIDUALS: Early Initiation of Antisocial Behavior		
got suspended from school?	same as above	29e
got arrested?	same as above	29g
carried a handgun?	same as above	29h
attacked someone with the idea of seriously hurting them?	same as above	29i

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
PEER-INDIVIDUALS: Antisocial Behavior		
<i>How many times in the past year (12 months) have you...</i>		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	32a
carried a handgun?	same as above	32b
sold illegal drugs?	same as above	32c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	32e
been arrested?	same as above	32g
attacked someone with the idea of seriously hurting them?	same as above	32i
been drunk or high at school?	same as above	32k
taken a handgun to school?	same as above	32m
PEER-INDIVIDUALS: Favorable Attitudes Toward Antisocial Behavior		
<i>How wrong do you think it is for someone your age to...</i>		
taken a handgun to school?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	30a
steal anything worth more than \$5?	same as above	30b
pick a fight with someone?	same as above	30c
attack someone with the idea of seriously hurting them?	same as above	30d
stay away from school all day when their parents think they are at school?	same as above	30e

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
PEER-INDIVIDUALS: Favorable Attitudes Toward Drug Use		
<i>How wrong do you think it is for someone you age to:</i>		
drink beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	Very Wrong, Wrong, A Little Bit Wrong, Not Wrong at All	30f
smoke cigarettes?	same as above	30g
smoke marijuana?	same as above	30h
use LSD, cocaine, amphetamines or another illegal drug?	same as above	30i
PEER-INDIVIDUALS: Perceived Risks of Drug Use		
<i>How much do you think people risk harming themselves (physically or in other ways) if they:</i>		
Smoke one or more packs of cigarettes per day?	No Risk, Slight Risk, Moderate Risk, Great Risk	73a
Try marijuana once or twice?	same as above	73b
Smoke marijuana regularly?	same as above	73c
Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day.	same as above	73d
PEER-INDIVIDUALS: Interaction with Antisocial Peers		
<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
been suspended from school?	None, 1, 2, 3, 4	27h
carried a handgun?	same as above	27j
sold illegal drugs?	same as above	27k
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	27m
been arrested?	same as above	27o
dropped out of school?	same as above	27p

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
PEER-INDIVIDUALS: Friends' Use of Drugs		
<i>Think of you <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
smoked cigarettes?	None, 1, 2, 3, 4	27b
tried beer, wine or hard liquor (for example, vodka, whiskey or gin) regularly?	same as above	27c
used marijuana?	same as above	27e
used LSD, cocaine, amphetamines or another illegal drugs?	same as above	27g
PEER-INDIVIDUALS: Sensation Seeking		
<i>How many times have you done the following things?</i>		
Done what feels good no matter what.	Never , I've done it but not in the past year, Less than once a month, About once a month, 2 or 3 times a month, Once a week or more	31a
Done something dangerous because someone dared you to do it.	same as above	31b
Done crazy things even if they are a little dangerous.	same as above	31c
PEER-INDIVIDUALS: Rewards for Antisocial Involvement		
<i>What are the chances you would be seen as cool if you:</i>		
smoked cigarettes?	No or Very Little Chance, Little Chance, Some Chance, Pretty Good Chance, Very Good Chance	28a
began drinking alcoholic beverages regularly, that is, at least once or twice a month?	same as above	28c
used marijuana?	same as above	28e

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
carried a handgun?	same as above	28g
PEER-INDIVIDUALS: Religiosity		
How often do you attend religious services or activities?	Never, Rarely, 1-2 Times a Month, About Once a Week or More	39
How important is religion in your life?	Not Important, Somewhat Important, Pretty Important, Very Important	40
PEER-INDIVIDUALS: Social Skills		
You're looking at CD's in a music store with a friend. You look up and see her slip and CD under her coat. She smile and says "Which one do you want? Go ahead, take it while nobody's around."There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her, Grab a CD and leave the store, Tell her to put the CD back, Act like it's a joke and ask her to put the CD back	35
It's 8:00 on a week night and you are about to go over to a friend's home when your mother asks you where you are going. You say "Oh, just going to go hang out with some friends."She says, "No, you'll just get into trouble if you go out. Stay home tonight."What would you do now?	Leave the house anyway, Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out, Not say anything and start watching TV, Get into an argument with her	38
You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and as he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?	Push the person back, Say "Excuse me" and keep on walking, Say "Watch where you're going" and keep on walking, Swear at the person and walk away	36
You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?	Drink it; Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else; Just say "No, thanks" and walk away; Make up a good excuse, tell your friend you had something else to do, and leave	37

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
PEER-INDIVIDUALS: Belief in Moral Order		
I think it is okay to take something without asking if you can get away with it.	NO!, no, yes, YES!	51
I think sometimes it's okay to cheat at school.	same as above	44
It is all right to beat up people if they start the fight.	same as above	50
It is important to be honest with your parents, even if they become upset or you get punished.	same as above	133
PEER-INDIVIDUALS: Intention to Use		
<i>Sometimes we don't know what we will do as adults, but we may have an idea. Please answer how true these statements may be for you. WHEN I AM AN ADULT I WILL:</i>		
smoke cigarettes	NO!, no, yes, YES!	52a
drink beer, wine, or liquor	same as above	52b
smoke marijuana	same as above	52c
use LSD, cocaine, amphetamines, or another illegal drug	same as above	52d
DEPRESSIVE SYMPTOMS		
Sometimes I think that life is not worth it.	NO!, no, yes, YES!	46
At times I think I am no good at all.	same as above	47
All in all, I am inclined to think that I am a failure.	same as above	48
In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes.	same as above	49

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
ANTISOCIAL BEHAVIOR		
<i>How many times in the past year (12 months) have you...</i>		
been suspended from school?	Never, 1 or 2 times, 3-5, 6-9, 10-19, 20-29, 30-39, 40+	32a
carried a handgun?	same as above	32b
sold illegal drugs?	same as above	32c
stolen or tried to steal a motor vehicle such as a car or motorcycle?	same as above	32e
been arrested?	same as above	32g
attacked someone with the idea of seriously hurting them?	same as above	32i
been drunk or high at school?	same as above	32k
taken a handgun to school?	same as above	32m
DRUG USE OUTCOMES		
Have you ever used smokeless tobacco (chew, snuff, plug, dipping tobacco, chewing tobacco)?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	78
How frequently have you used smokeless tobacco during the past 30 days?	Never; Once or twice; Once or twice per week; About once a day; More than once a day	79
Have you ever smoked cigarettes?	Never; Once or twice; Once in a while but not regularly; Regularly in the past; Regularly now	80
How frequently have you smoked cigarettes during the past 30 days?	Not at all; Less than one cigarette per day; 1-5 cigarettes per day; about ½ pack per day, about 1 pack per day; about 1 and ½ packs per day, 2 packs or more per day	81

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
On how many occasions (if any) have you had alcoholic beverages (beer, wine or hard liquor) to drink in your lifetime - more than just a few sips?	0 occasions, 1-2, 3-5, 6-9, 10-19, 20-39, 40 or more	53
On how many occasions (if any) have you had beer, wine or hard liquor during the past 30 days?	same as above	54
Think back over the last two weeks. How many times have you had five or more alcoholic drinks in a row?	same as above	82
On how many occasions (if any) have you used marijuana in your lifetime?	same as above	55
On how many occasions (if any) have you used marijuana during the past 30 days?	same as above	56
On how many occasions (if any) have you used LSD or other psychedelics in your lifetime?	same as above	57
On how many occasions (if any) have you used LSD or other psychedelics during the past 30 days?	same as above	58
On how many occasions (if any) have you used cocaine or crack in your lifetime?	same as above	59
On how many occasions (if any) have you used cocaine or crack during the past 30 days?	same as above	60
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high in your lifetime?	same as above	61
On how many occasions (if any) have you sniffed glue, breathed the contents of an aerosol spray can, or inhaled other gases or sprays, in order to get high during the past 30 days?	same as above	62
On how many occasions (if any) have you used derbisol in your lifetime?	same as above	63

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
On how many occasions (if any) have you used derbisol in the past 30 days?	same as above	64
On how many occasions (if any) have you used stimulants in your lifetime?	same as above	65
On how many occasions (if any) have you used stimulants in the past 30 days?	same as above	66
On how many occasions (if any) have you used sedatives in your lifetime?	same as above	67
On how many occasions (if any) have you used sedatives in the past 30 days?	same as above	68
On how many occasions (if any) have you used heroin in your lifetime?	same as above	69
On how many occasions (if any) have you used heroin in the past 30 days?	same as above	70
On how many occasions (if any) have you used MDMA ('X', 'E' or ecstasy) in your lifetime?	same as above	71
On how many occasions (if any) have you used MDMA ('X', 'E' or ecstasy) in the past 30 days?	same as above	72
HONESTY		
How honest were you in filling out this survey?	I was very honest; I was pretty honest much of the time; I was honest some of the time; I was honest once in a while; I was not honest at all	137

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
Other questions contained on the Utah Six-Community 2002 Prevention Needs Assessment Survey		
Are you currently on probation with Juvenile Court?	same as above	92
At school during the past 12 months, did you receive help from the resource teacher or other special education teacher?	No, Yes	93
<i>What are the chances you would be seen as cool if you:</i>		
worked hard in school?	Very good change, Pretty good chance, Some chance, Little chance, No or very little chance	28a
defended someone who was being verbally abused at school?	Same as above	28d
regularly volunteered to do community service?	Same as above	28f
<i>How many times in the past year (12 months) have you...</i>		
defended someone who was being verbally abused at school?	Never, 1 to 2 times, 3 to 5 times, 6 to 9 times, 10 to 19 times, 20 to 29 times, 30 to 39 times, 40+ times	32d
participated in clubs, organizations and activities at school?	Same as above	32f
done extra work on your own for school?	Same as above	32h
looked forward to going to school?	Same as above	32j
volunteered to do community service?	Same as above	32l

SCALES AND QUESTIONS	RESPONSE CATEGORIES	UT 2003
<i>How old were you when you first:</i>		
volunteered to do community service?	Never, 10 or younger, 11, 12, 13, 14, 15, 16, 17 or older	29f
<i>Think of your <u>four best friends</u> (the friends you feel closest to). In the past year (12 months), how many of your best friends have:</i>		
participated in clubs, organizations and activities at school?	0, 1, 2, 3, 4	27a
made the commitment to stay drug-free?	Same as above	27d
tried to do well in school?	Same as above	27f
liked school?	Same as above	27i
regularly attended religious services?	Same as above	27l
defended someone who was being verbally abused at school?	Same as above	27n

Appendix F: Description of Profile Reports, Sample High School Sample Profile Report, and Selected Charts for Utah Middle School Sample, and Males Compared to Females

Risk and Protective Factor Scales and Profiles

Many of the questions on the survey have been combined into risk and protective factor scales. This allows the information contained in items that measure the same type of information to be summarized as a scale score. All of the scales are scored so that the higher the score the greater the risk for risk factors and the greater the protection for protective factors.

A benefit of using the risk and protective factor model in dealing with adolescent social problems is that it provides a method of measuring levels of risk and protection. Once the areas of highest risk and the areas of lowest protection are identified, they can be addressed by programs designed to reduce levels of risk and increase levels of protection. The decreases in risk and increases in protection will ultimately result in a reduction of the rate of youth problem behaviors. After the prevention programs have been implemented, the risk and protective factor levels can again be measured to determine the effectiveness of the intervention.

The questions on the survey have been divided into 26 risk factor scales and 10 protective factor scales. A new risk factor scale that measures intention to use ATODs was added in 2000 to the survey. An item dictionary that lists the risk and protective factor scales and the questions they contain has been prepared and included in Appendix D for reference.

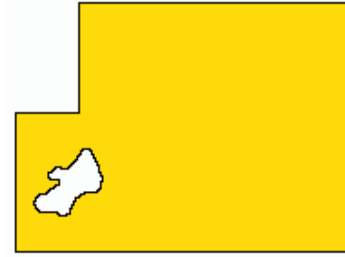
In order to make the results of the 2003 Survey more usable, risk and protective profiles have been developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow a comparison between the percentage of youth at risk for the entire state of Utah and specific areas of the state. Profiles have been prepared for counties, regions, school districts, and individual schools.

Interpreting Risk and Protective Factor Profile Reports

In 2000, a profile report was developed by Bach Harrison L.L.C. to help disseminate the results of the survey to a wider range of readers. The profile reports for the Utah survey contain results from the 2003 administration. The purpose of the report is to provide information to prevention planners that will allow them to begin planning prevention services for their areas. The profile reports contain information specific to a geographic area or population group and are designed to assist in prevention planning at the school, county, region, and state levels. This Appendix contains an example of a complete profile report and charts for Utah males compared to females. Briefly, the report contains a description of the Risk and Protective Factor Framework; a section on how to use the information provided in the report; substance use and antisocial behavior charts for grades 8, 10, and 12; risk and protective factor charts for the three grades; risk and protective factor definitions; and numeric tables that contain all of the data displayed in the charts.

An advantage of having the data available from the profile report is that the ATOD use, antisocial behavior, and the percentage of youth at risk and with protection provide a base line that can be used to compare the results from future surveys. A community can determine whether it is becoming more or less at risk in an area by comparing the survey results from one survey administration to the next. Through future student survey administrations; schools, communities, and regional and state agencies that deliver prevention services can effectively evaluate their prevention efforts and determine if those efforts are having the desired effect of reducing risk and increasing protection in youth. These changes in risk and protection will, hopefully, result in the reduction of the level of youth problem behaviors in the community.

For more information on the Utah Prevention Needs Assessment Student Survey, how to conduct a student survey in your community, the risk and protective factor model of prevention, resource allocation, prevention's best practices, and program evaluation, contact the Division of Substance Abuse and Mental Health at (801)-538-3939.



Student Health And Risk Prevention



Prevention Needs Assessment (PNA)
Results for 2003

Total Student Sample DSAMH High School Profile Report

Utah Department of Human Services, Division of
Substance Abuse and Mental Health (DSAMH)

State of Utah
Department of
Human Services
Division of
Substance Abuse
and Mental Health

REPORT PREPARED BY:

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Introduction

<div><h2>2003 DSAMH District Prevention Needs Assessment Survey Report</h2><p>This report summarizes the findings from the Utah 2003 Prevention Needs Assessment (PNA) Survey that was conducted as part of the Student Health and Risk Prevention (SHARP) Statewide Survey. The survey was administered to a middle school sample (grades 6, 7, and 8) and a high school sample (grades 9, 10, 11, and 12) in 38 school districts across Utah. The results for your district are presented along with comparisons to the overall Utah State sample. The survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Table 1 contains the characteristics of the students who completed the survey from your district and the State of Utah. The survey was a cooperative effort of the Utah State Office of Education, Department of Health, Division of Substance Abuse and Mental Health, and Bach Harrison, L.L.C.</p></div>	<div><h3>Contents:</h3><h4>Introduction:</h4><ul style="list-style-type: none">• Characteristics of Participants• Risk & Protective Factor Model of Prevention<h4>How to Read the Charts</h4><h4>Data Charts:</h4><ul style="list-style-type: none">• Substance Use & Antisocial Behavior• Risk & Protective Factor Profiles<h4>Risk and Protective Factor Definitions</h4><h4>Tools for Assessment and Planning</h4><h4>Data Tables</h4><h4>Contacts for Prevention</h4></div>	<div><h2>The Risk and Protective Factor Model of Prevention</h2><p>Many states and local agencies have adopted the Risk and Protective Factor Model to guide their prevention efforts. The Risk and Protective Factor Model of Prevention is based on the simple premise that to prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing and then find ways to reduce the risks. Just as medical researchers have found risk factors for heart disease such as diets high in fat, lack of exercise, and smoking; a team of researchers at the University of Washington have defined a set of risk factors for youth problem behaviors. Risk factors are characteristics of school, community, and family environments, as well as characteristics of students and their peer groups that are known to predict increased likelihood of drug use, delinquency, school dropout, teen pregnancy, and violent behavior among youth. Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington, Social Development Research Group have investigated the relationship between risk and protective factors and youth problem behavior. For example, they have found that children who live in families with high levels of conflict are more likely to become involved in problem behaviors such as delinquency and drug use than children who live in families with low levels of family conflict. Protective factors exert a positive influence or buffer against the negative influence of risk, thus reducing the likelihood that adolescents will engage in problem behaviors. More information on the Risk and Protective Factor Model can be found in this report after the definitions of the risk and protective factor scales under <i>Additional Information on Risk and Protective Factors</i>.</p></div>																																																																								
<div><h3>Table 1. Characteristics of Participants</h3><table><tr><th colspan="2">Year of Survey</th><th colspan="2">State</th></tr><tr><th></th><th>Number</th><th>6144</th><th>Percent</th></tr><tr><td>Total Students</td><td></td><td></td><td>100</td></tr><tr><td>Grade</td><td></td><td></td><td></td></tr><tr><td>9</td><td>1290</td><td></td><td>21.0</td></tr><tr><td>10</td><td>2192</td><td></td><td>35.7</td></tr><tr><td>11</td><td>1159</td><td></td><td>18.9</td></tr><tr><td>12</td><td>1503</td><td></td><td>24.5</td></tr><tr><td>Gender</td><td></td><td></td><td></td></tr><tr><td>Male</td><td>2847</td><td></td><td>46.6</td></tr><tr><td>Female</td><td>3264</td><td></td><td>53.4</td></tr><tr><td>Ethnicity</td><td></td><td></td><td></td></tr><tr><td>White</td><td>5084</td><td></td><td>83.7</td></tr><tr><td>Native American</td><td>104</td><td></td><td>1.7</td></tr><tr><td>Hispanic</td><td>458</td><td></td><td>7.5</td></tr><tr><td>African American</td><td>70</td><td></td><td>1.2</td></tr><tr><td>Asian</td><td>66</td><td></td><td>1.1</td></tr><tr><td>Pacific Islander</td><td>56</td><td></td><td>0.9</td></tr></table></div>			Year of Survey		State			Number	6144	Percent	Total Students			100	Grade				9	1290		21.0	10	2192		35.7	11	1159		18.9	12	1503		24.5	Gender				Male	2847		46.6	Female	3264		53.4	Ethnicity				White	5084		83.7	Native American	104		1.7	Hispanic	458		7.5	African American	70		1.2	Asian	66		1.1	Pacific Islander	56		0.9
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How to Read the Charts in this Report

There are three types of charts presented in this report: 1) substance use and antisocial behavior charts, 2) risk factor charts, and 3) protective factor charts. All the charts show the results from the 2003 PNA Survey. The actual percentages from the charts are presented in a table format at the end of this report.

Substance Use and Antisocial Behavior Charts

This report contains information about alcohol, tobacco and other drug use (referred to as ATOD use throughout the report) and other problem behaviors of students. The bars on each chart represent the percentage of students in the selected grades who reported the behavior. For example, for the overall state, approximately 37 percent of students in high school reported that they 'ever used alcohol'. This means that 37 percent of the high school students reported that they had tried alcohol at least once in their lifetime. The four sections in the charts represent different types of problem behaviors. The definitions of each of the types of behavior are provided below.

- **Ever-used** is a measure of the percentage of students who tried the particular substance at least once in their lifetime and is used to show the level of experimentation with a particular substance.
- **30-day use** is a measure the percentage of students who used the substance at least once in the 30 days prior to taking the survey and is a more sensitive indication of the level of current use of the substance.
- **Binge drinking** (five or more drinks in a row during the two weeks prior to the survey) and **30-day use of a pack or more of cigarettes per day** are measures of heavy use of alcohol and tobacco.
- **Antisocial behavior (ASB)** is a measure of the percentage of students who report **any involvement** with the eight antisocial behaviors listed in the charts **in the past year**. In the charts, antisocial behavior will often be abbreviated as ASB.

- **Dots** are used on the charts to show the overall Utah state average for each behavior for all of the youth in middle school and high school who participated in the 2003 survey. The dots allow a community to compare the results from their youth to youth throughout the state. Information about other students in the state can be helpful in determining the seriousness of a given level of problem behavior. For example, if the percentage of students in your community engaging in a problem behavior is significantly higher than the state average, it is most likely that an intervention is needed.

Risk and Protective Factor Charts

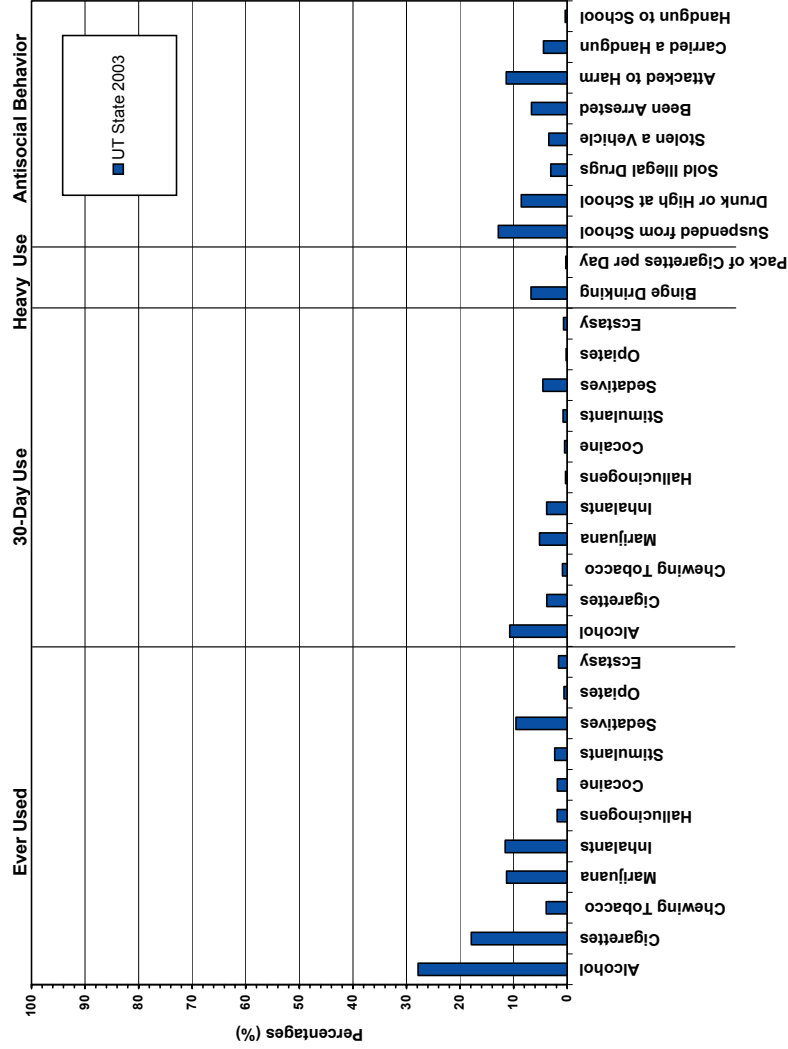
In order to make the results of the 2003 PNA Survey more useable, risk and protective profiles were developed that show the percentage of youth at risk and the percentage of youth with protection on each scale. The profiles allow comparisons between the results from your district, the overall state shown by dots, and a more national sample shown by the dashed line. As with the Substance Use and Antisocial Behavior Charts, the dots show the overall average of all youth who were surveyed in Utah. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven-state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students. Additional information about the cut-points, dots, and dashed lines can be found in this report after the section, *Tools for Assessment and Planning*.

Again, brief definitions of the risk and protective factor scales are provided following the profile charts.

For more information about risk and protective factors, please refer to the resources listed on the last page of this report under Contacts for Prevention.

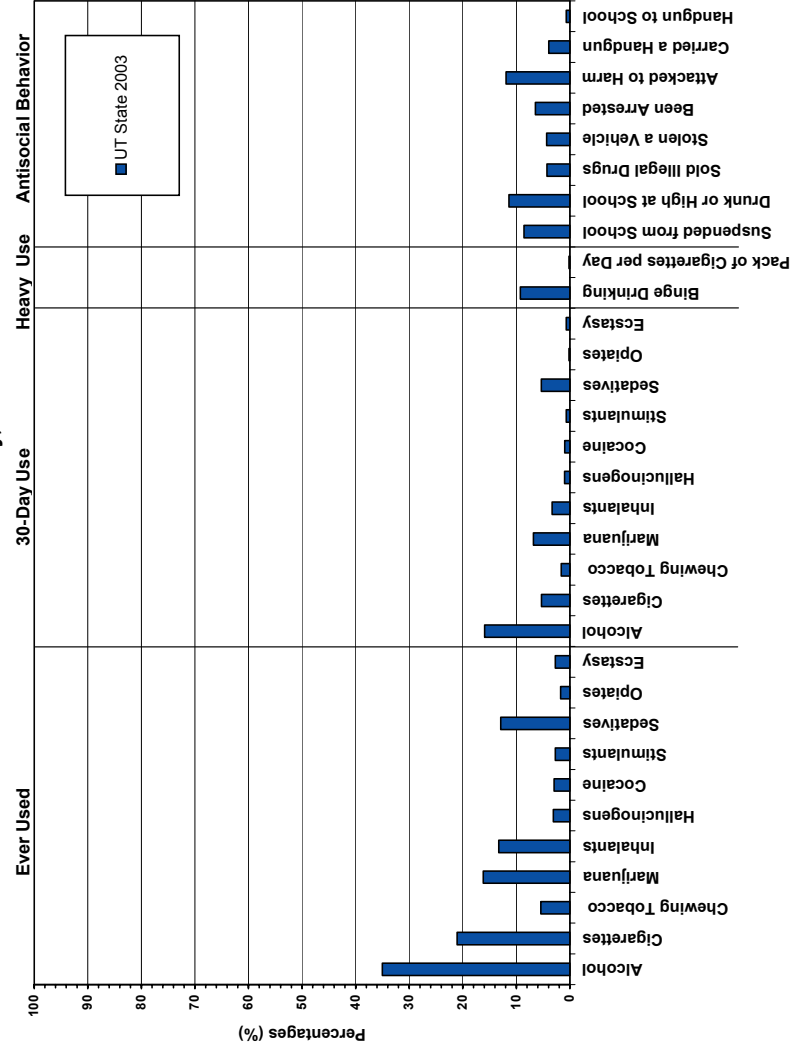
ATOD USE AND ANTISOCIAL BEHAVIOR

2003 Student Survey, Grade 9



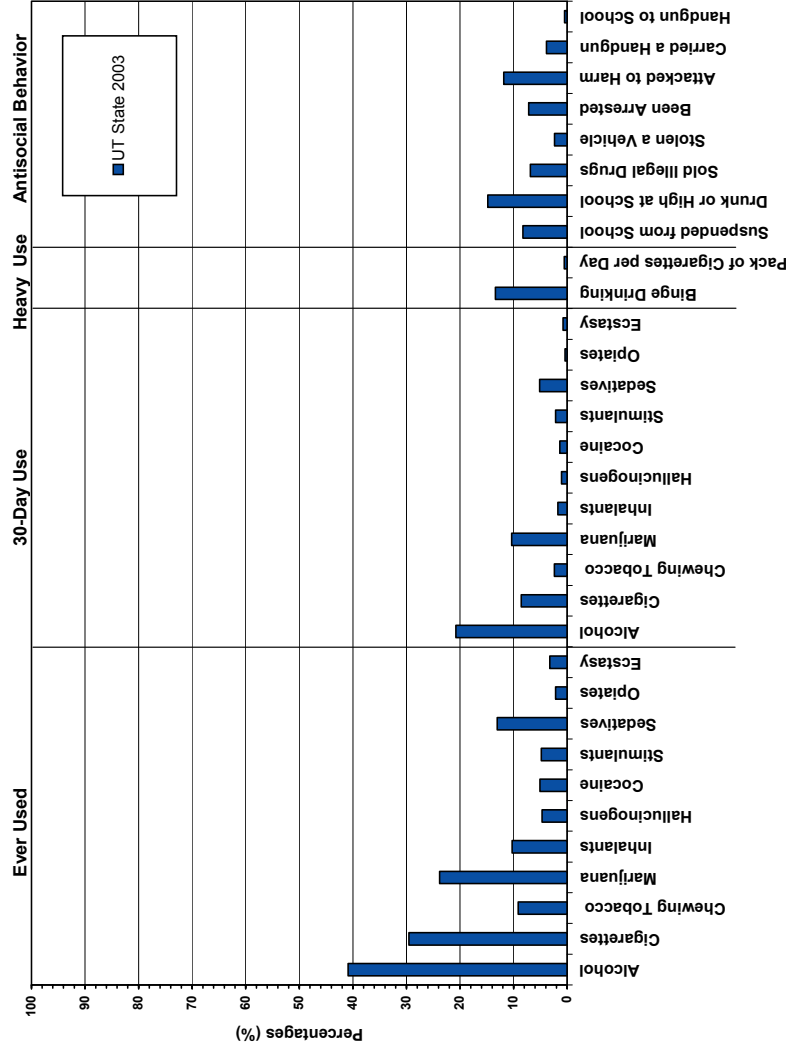
ATOD USE AND ANTISOCIAL BEHAVIOR

2003 Student Survey, Grade 10



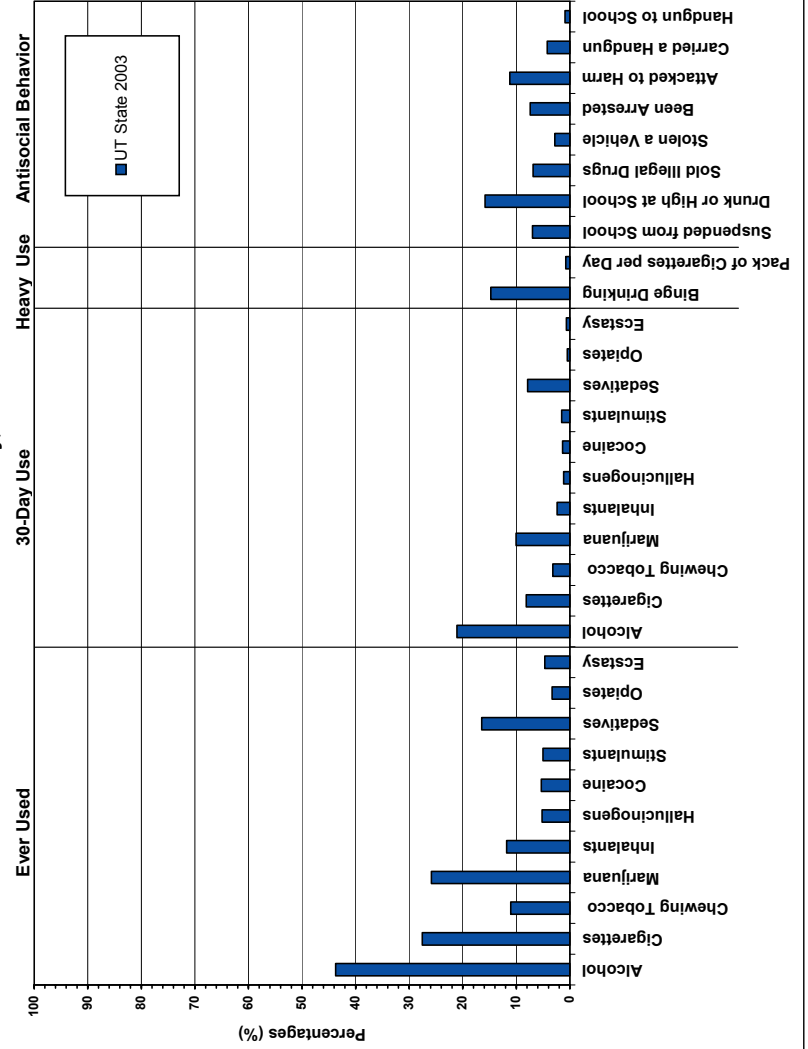
ATOD USE AND ANTISOCIAL BEHAVIOR

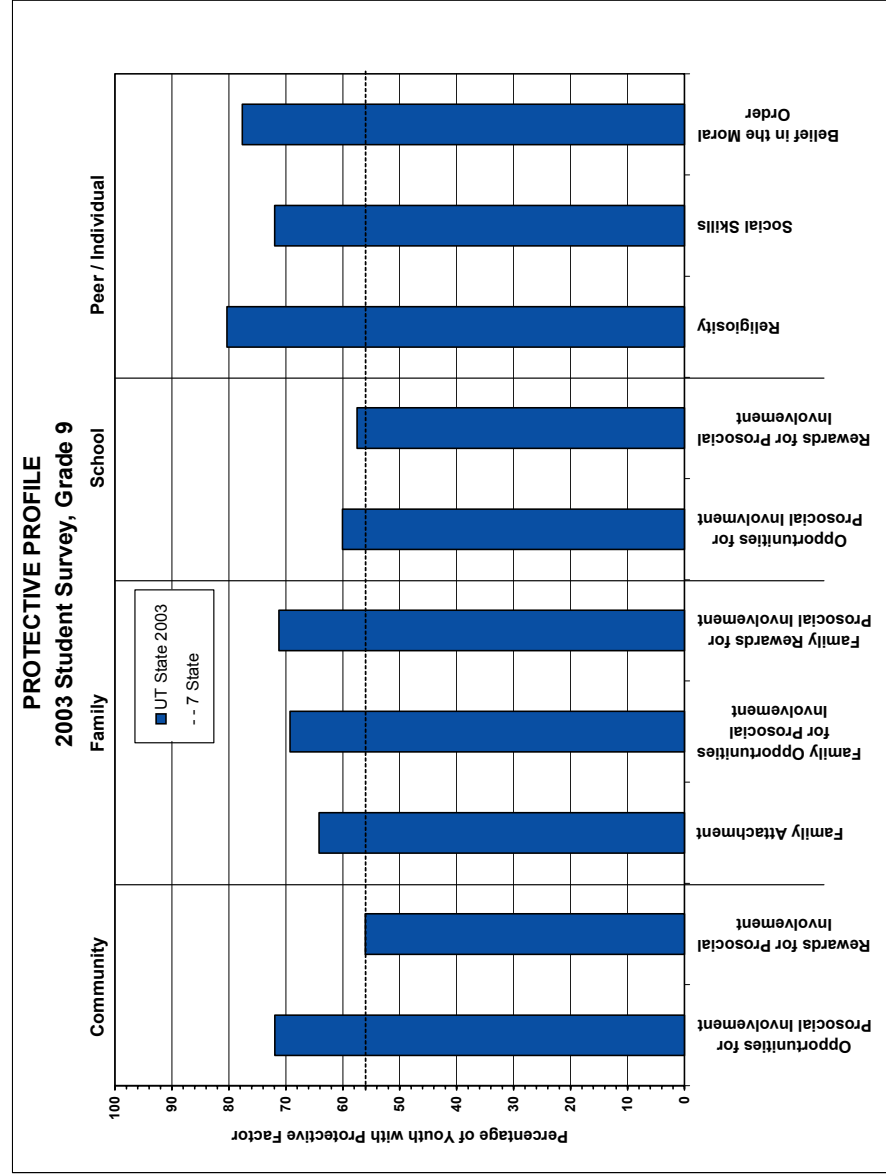
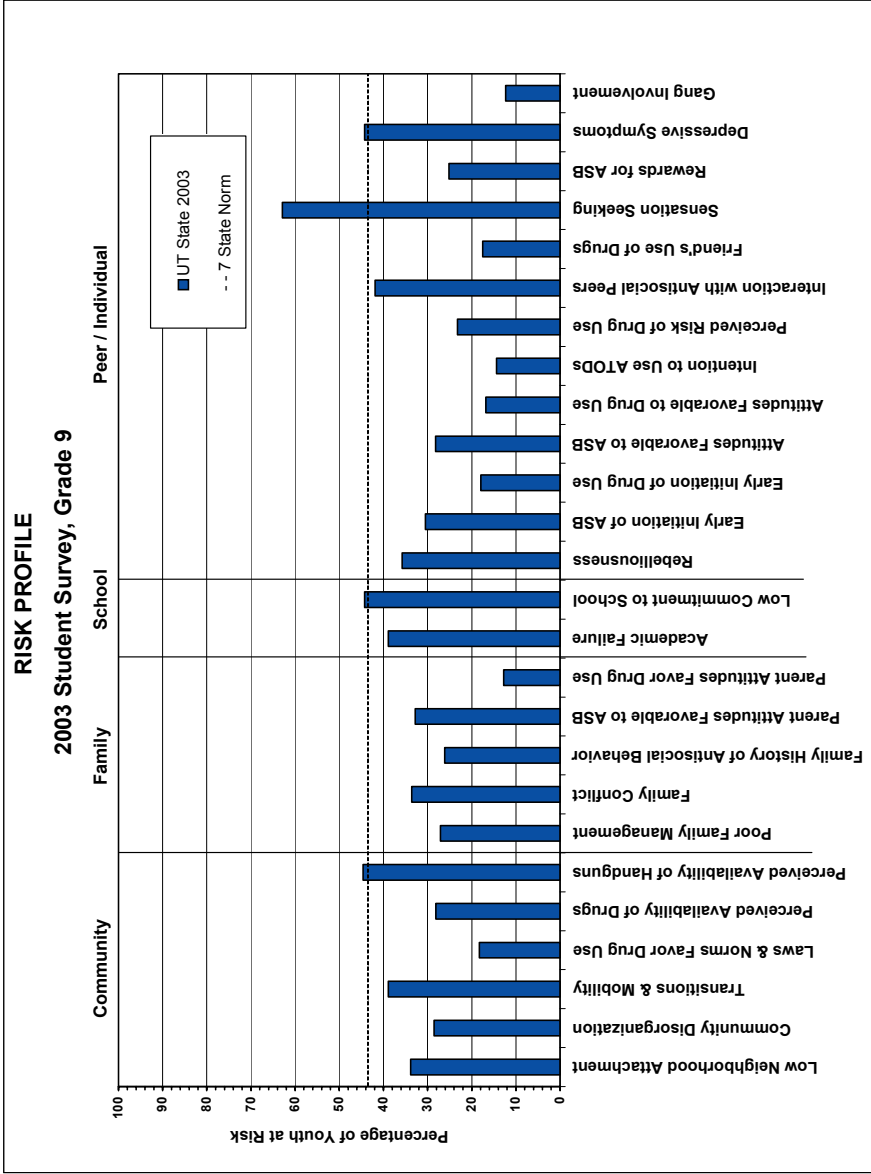
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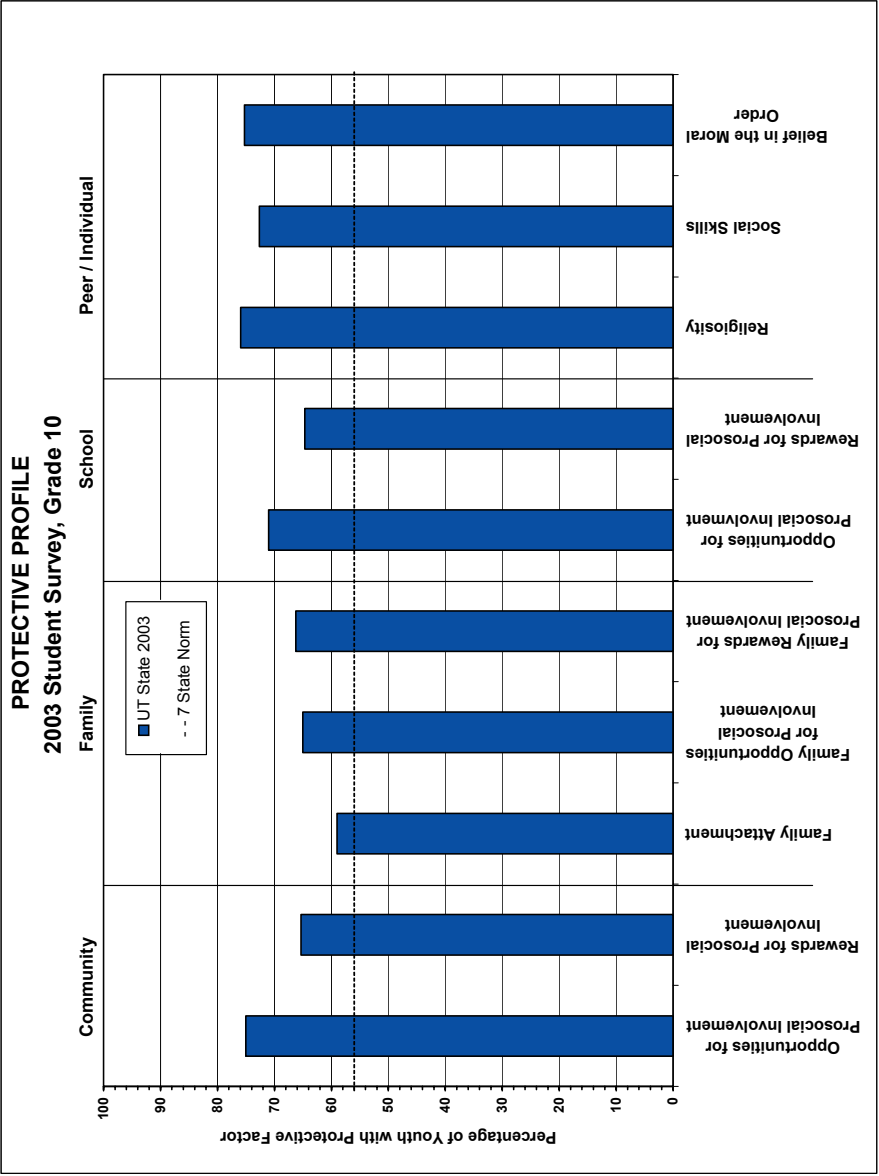
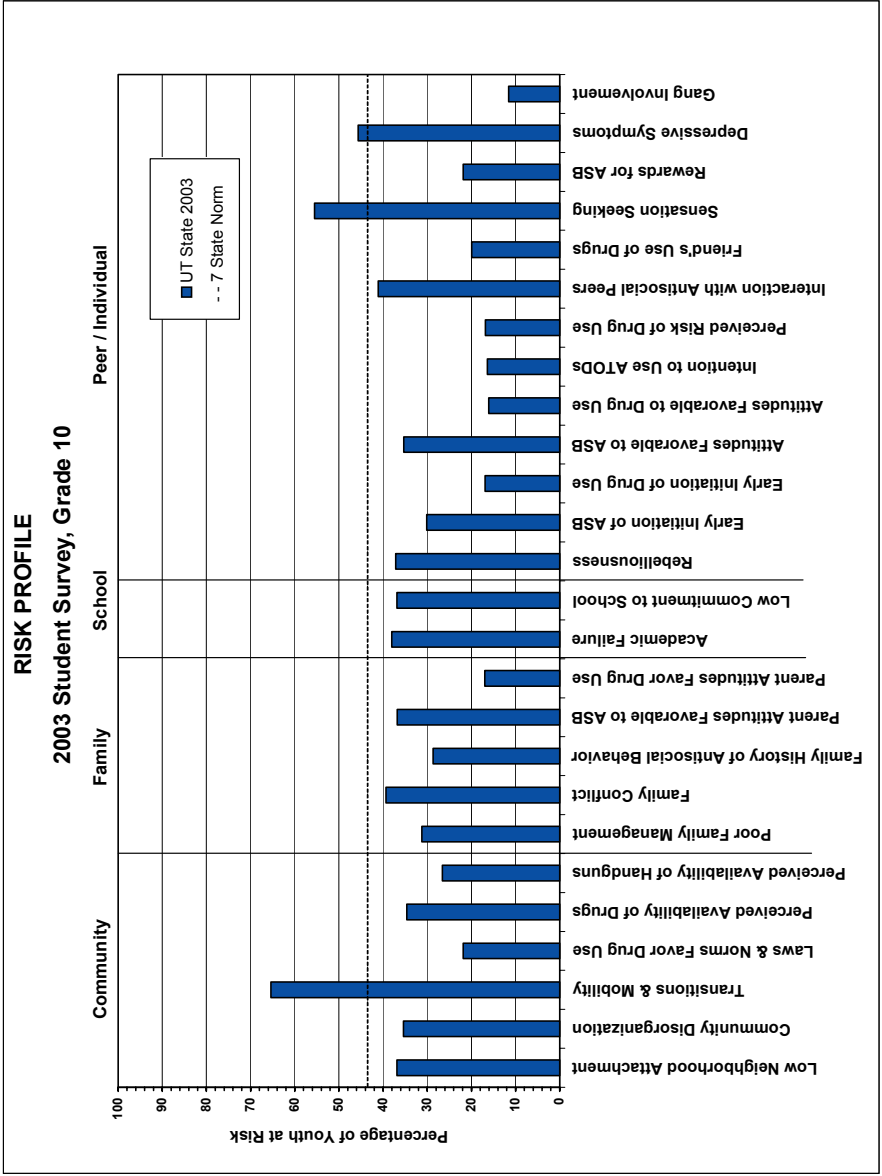


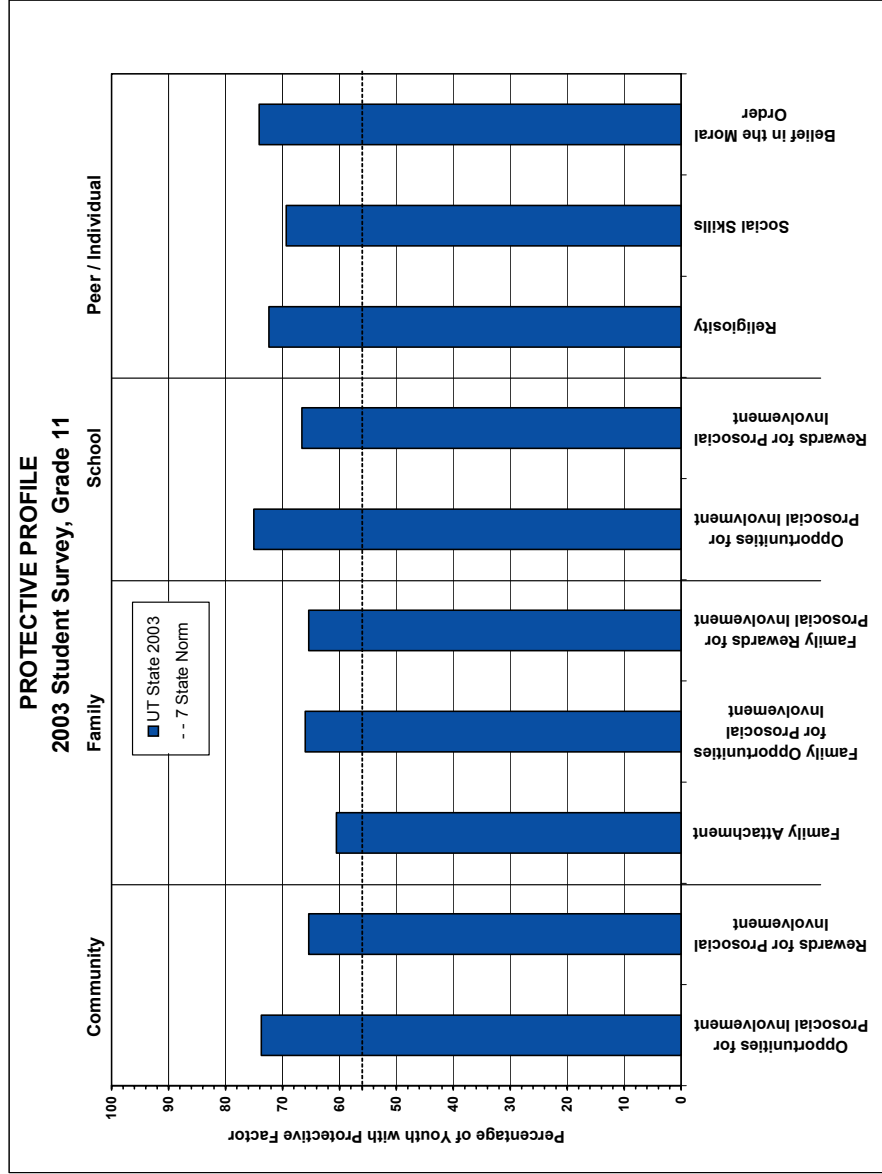
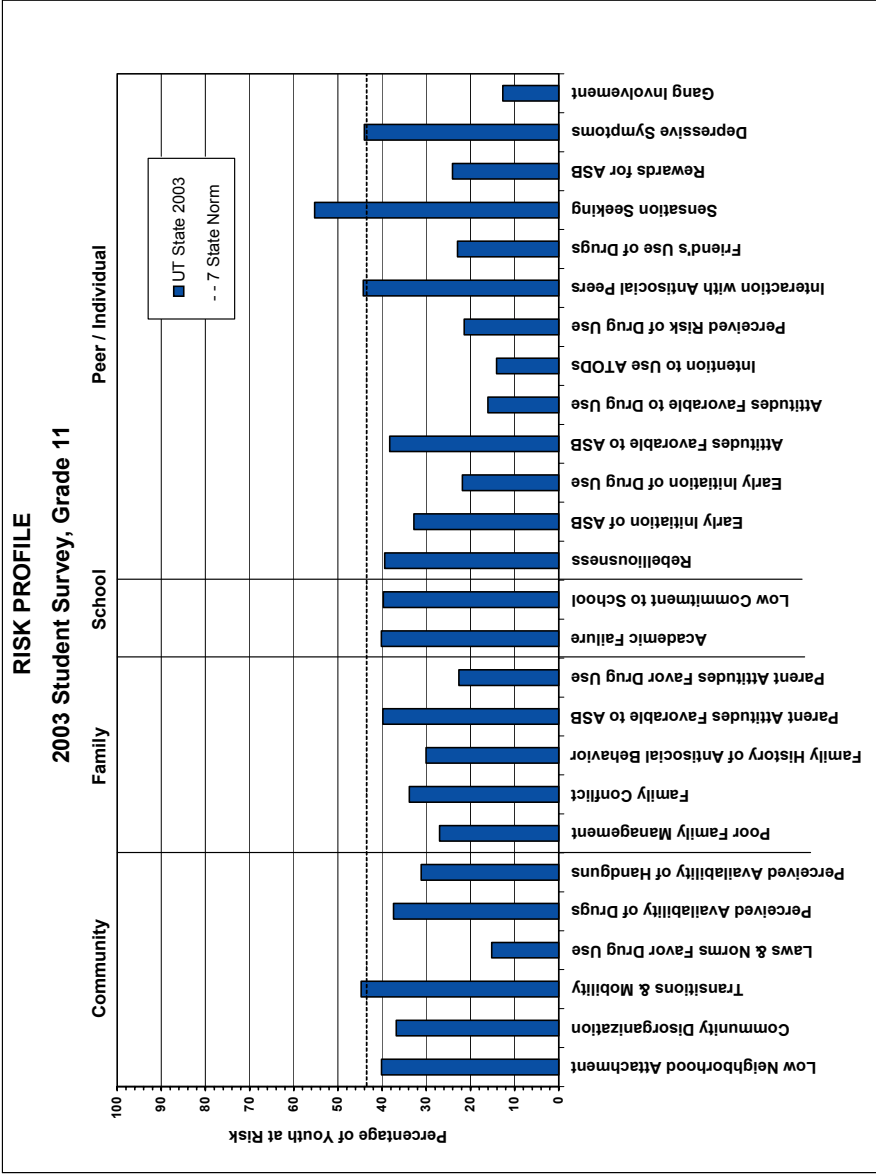
ATOD USE AND ANTISOCIAL BEHAVIOR

2003 Student Survey, Grade 12









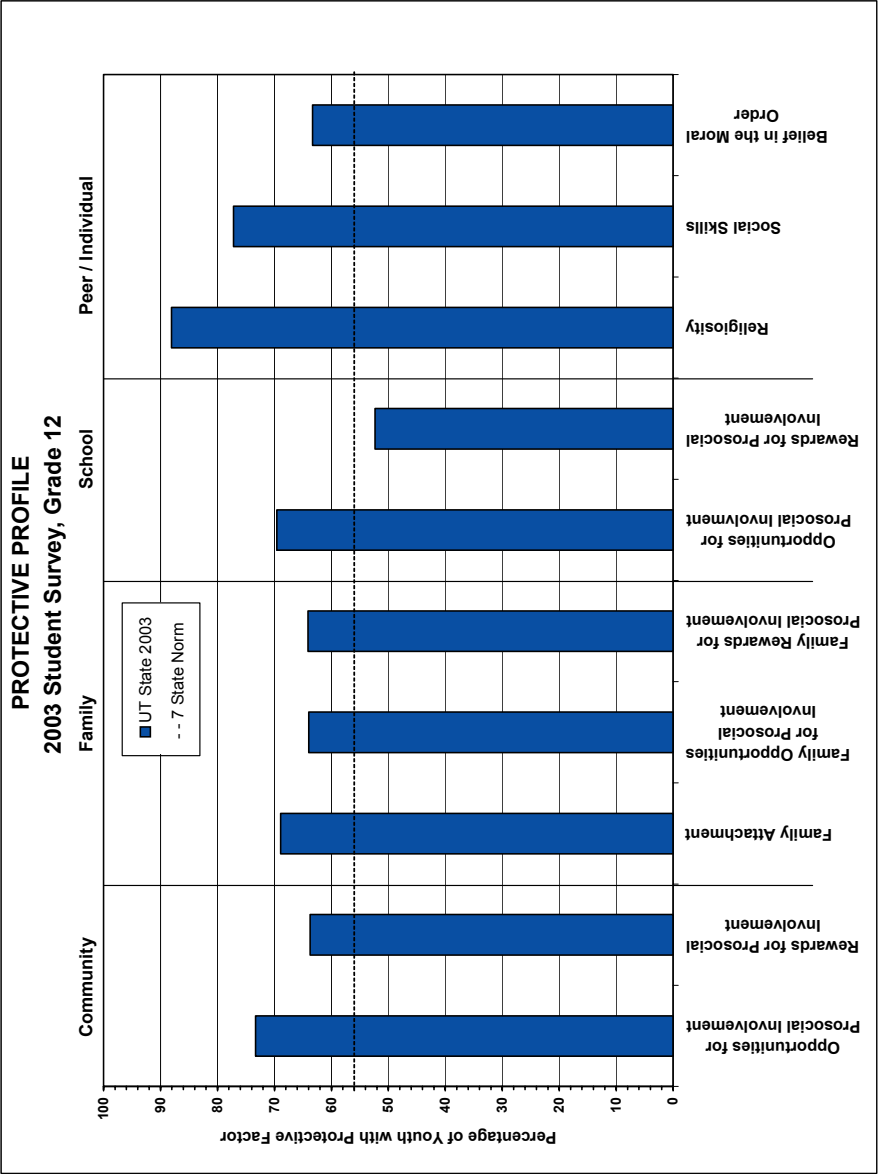
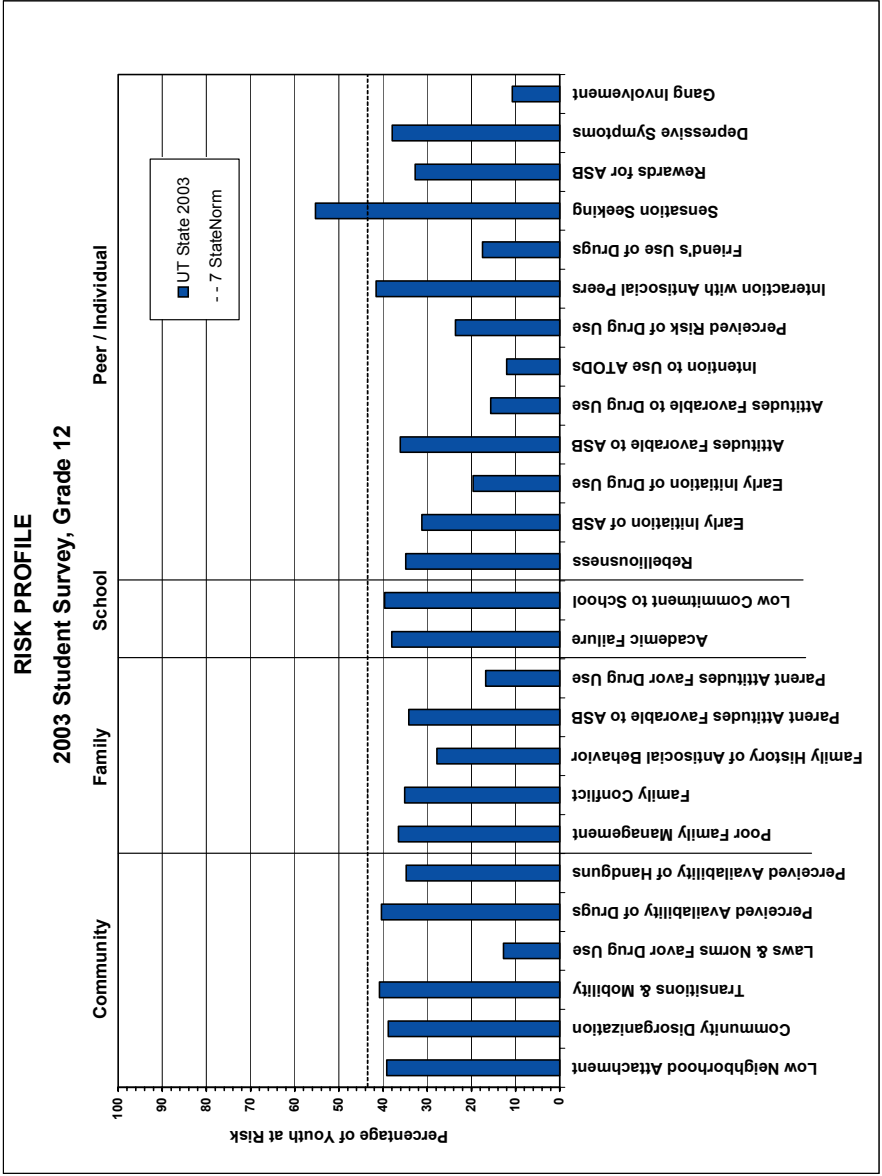


Table 2. Risk and Protective Factor Scale Definitions

Community Domain Risk Factors	
Community and Personal Transitions & Mobility	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling, while children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
Community Disorganization	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
Low Neighborhood Attachment	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
Laws and Norms Favorable Toward Drug Use	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
Perceived Availability of Drugs and Handguns	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
Community Domain Protective Factors	
Opportunities for Positive Involvement	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
Rewards for Positive Involvement	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
Family Domain Risk Factors	
Family History of Antisocial Behavior	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
Family Conflict	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
Parental Attitudes Favorable Toward Antisocial Behavior & Drugs	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
Poor Family Management	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors. Also Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems
Family Domain Protective Factors	
Family Attachment	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
Opportunities for Positive Involvement	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.
School Domain Risk Factors	
Academic Failure	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.

Table 2. Risk and Protective Factor Scale Definitions (Continued)	
Low Commitment to School	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
School Domain Protective Factors	
Opportunities for Positive Involvement	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
Rewards for Positive Involvement	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
Peer-Individual Risk Factors	
Early Initiation of Antisocial Behavior and Drug Use	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse, and a later age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
Attitudes Favorable Toward Antisocial Behavior and Drug Use	During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs or engage in antisocial behaviors. However, in middle school, as more youth are exposed to others who use drugs and engage in antisocial behavior, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use and antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Friends' Use of Drugs	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Behavior	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.
Sensation Seeking	Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem behaviors.
Intention to Use ATODs	Many prevention programs focus on reducing the intention of participants to use ATODs later in life. Reduction of intention to use ATODs often follows successful prevention interventions.
Depressive Symptoms	Young people who are depressed are overrepresented in the criminal justice system and are more likely to use drugs. Survey research and other studies have shown a link between depression and other youth problem behaviors.
Gang Involvement	Youth who belong to gangs are more at risk for antisocial behavior and drug use.
Peer-Individual Protective Factors	
Religiosity	Young people who regularly attend religious services are less likely to engage in problem behaviors.
Social Skills	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
Belief in the Moral Order	Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.

Additional Information on Risk and Protective Factors

Protective factors identified through research reviewed by Drs. Hawkins and Catalano include social bonding to family, school, community and peers; healthy beliefs and clear standards for behavior; and individual characteristics. For bonding to serve as a protective influence, it must occur through involvement with peers and adults who communicate healthy values and set clear standards for behavior. Research on risk and protective factors has important implications for prevention efforts. The premise of this approach is that in order to promote positive youth development and prevent problem behaviors, it is necessary to address those factors that predict the problem. By measuring risk and protective factors in a population, prevention programs can be implemented that will reduce the elevated risk factors and increase the protective factors. For example, if academic failure is identified as an elevated risk factor in a community, then mentoring, tutoring, and increased opportunities and rewards for classroom participation can be provided to improve academic performance.

The chart at the right shows the links between the 16 risk factors and the five problem behaviors. The check marks have been placed in the chart to indicate where at least two well designed, published research studies have shown a link between the risk factor and the problem behavior.

YOUTH AT RISK	PROBLEM BEHAVIORS				
	Substance Abuse	Delinquency	Teen Pregnancy	School Drop-Out	Violence
Community					
Availability of Drugs and Firearms	✓				✓
Community Laws and Norms Favorable Toward Drug Use	✓				
Transitions and Mobility	✓	✓		✓	
Low Neighborhood Attachment and Community Disorganization	✓	✓			✓
Extreme Economic and Social Deprivation	✓	✓	✓	✓	✓
Family					
Family History of High Risk Behavior	✓	✓	✓	✓	
Family Management Problems	✓	✓	✓	✓	✓
Family Conflict	✓	✓	✓	✓	✓
Parental Attitudes and Involvement	✓	✓			✓
School					
Early and Persistent Antisocial Behavior	✓	✓	✓	✓	✓
Academic Failure in Elementary School	✓	✓	✓	✓	✓
Lack of Commitment to School	✓	✓	✓	✓	
Individual/Peer					
Alienation and Rebelliousness	✓	✓		✓	
Friends Who Engage in a Problem Behavior	✓	✓	✓	✓	✓
Favorable Attitudes Toward the Problem Behavior	✓	✓	✓	✓	
Early Initiation of the Problem Behavior	✓	✓	✓	✓	✓

Tools for Assessment and Planning

School and Community Improvement Using Survey Data

Why Conduct the Prevention Needs Assessment Survey?

Data from the Prevention Needs Assessment Survey can be used to help school and community planners assess current conditions and prioritize areas of greatest need.

Each risk and protective factor can be linked to specific types of interventions that have been shown to be effective in either reducing risk(s) or enhancing protection(s). The steps outlined here will help your school and community make key decisions regarding allocation of resources, how and when to address specific needs, and which strategies are most effective and known to produce results.

What are the numbers telling you?

Review the charts and data tables presented in this report. Using the table below, note your findings as you discuss the following questions.

- Which 3-5 risk factors appear to be higher than you would want?
- Which 3-5 protective factors appear to be lower than you would want?
- Which levels of 30-day drug use are increasing and/or unacceptably high?
 - o Which substances are your students using the most?
 - o At which grades do you see unacceptable usage levels?
- Which levels of antisocial behaviors are increasing and/or unacceptably high?
 - o Which behaviors are your students exhibiting the most?
 - o At which grades do you see unacceptable behavior levels?

How to decide if a rate is “unacceptable.”

- **Look across the charts** – which items stand out as either much higher or much lower than the other?
- **Compare your data with statewide, and national data** – differences of 5% between local and other data are probably significant.
- **Determine the standards and values held within your community** – For example: Is it acceptable in your community for 10% of high school students to drink alcohol regularly even when the statewide percentage is 16%?

Use these data for planning.

- **Substance use and antisocial behavior data** – raise awareness about the problems and promote dialogue
- **Risk and protective factor data** – identify exactly where the community needs to take action
- **Promising approaches** – access resources listed on the last page of this report for ideas about programs that have proven effective in addressing the risk factors that are high in your community, and improving the protective factors that are low

MEASURE

Risk Factors

Protective Factors

Substance Use

Antisocial Behaviors

Unacceptable Rate #1	Unacceptable Rate #2	Unacceptable Rate #3	Unacceptable Rate #4

Additional Information on Cut-Points, Dots, and Dashed Lines

There are three components of the ATOD use, risk factor, and protective factor charts that are key to understanding the information that the charts contain: 1) the cut-points for the risk and protective factor scales, 2) the dots that indicate the state values, and 3) the dashed lines that indicate a more “national” value.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not at-risk group. The Prevention Needs Assessment (PNA) survey was designed to assess adolescent substance use, anti-social behavior, and the risk and protective factors that predict these adolescent problem behaviors. Since PNA surveys had been given to over 200,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for separating youth into the more at-risk and the less at-risk groups included academic grades (the more at-risk group received “D” and “F” grades, the less at-risk group received “A” and “B” grades), ATOD use (the more at-risk group had more regular use, the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

The cut-points that were determined by analyzing the results of the more at-risk and less at-risk groups will remain constant and will be used to produce the profiles for future surveys.

Since the cut-points for each scale will remain fixed, the percentage of youth above the cut-point

on a scale (at-risk) will provide a method for evaluating the progress of prevention programs over time. For example, if the percentage of youth at risk for family conflict in a community prior to implementing a community-wide family/parenting program was 60% and then decreased to 45% one year after the program was implemented, the program would be viewed as helping to reduce family conflict.

Dots

The dots on the charts represent the percentage of all of the youth surveyed in Utah who reported ATOD use, anti-social behavior, ‘elevated risk’ or ‘elevated protection’. The comparison to the overall state-wide results provides additional information for your community in determining the relative importance of levels of substance use, anti-social behavior and risk and protective factors. Scanning across the charts, you can easily determine which levels are most (or least) prevalent for your community. This is the first step in identifying the levels of ATOD use, anti-social behavior, risk, and protection that are operating in your community and which factors your community may choose to address.

Dashed Line

Levels of risk and protection in your community also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students.

Table 3. Number of Students Who Completed the Survey

	Grade 9	Grade 10	Grade 11	Grade 12
Year Survey Completed	State	State	State	State
Number of Youth	1290	2192	1159	1503

Table 4. Percentage of Students Who Used ATODs During Their Lifetime

	Grade 9	Grade 10	Grade 11	Grade 12
Drug Used	State	State	State	State
Alcohol	27.83	35.00	40.88	43.71
Cigarettes	17.91	21.03	29.53	27.54
Chewing Tobacco	3.91	5.44	9.16	11.05
Marijuana	11.33	16.18	23.83	25.86
Inhalants	11.60	13.29	10.26	11.81
Hallucinogens	1.89	3.11	4.69	5.20
Cocaine	1.84	2.96	5.09	5.37
Stimulants	2.34	2.75	4.83	5.01
Sedatives	9.55	12.93	13.05	16.46
Opiates	0.59	1.72	2.16	3.33
Ecstasy	1.62	2.72	3.25	4.69
Any Drug	22.94	28.41	32.76	33.54

Table 5. Percentage of Students Who Used ATODs During the Past 30 Days

Drug Used	Grade 9 State	Grade 10 State	Grade 11 State	Grade 12 State
Alcohol	10.75	15.90	20.78	21.07
Cigarettes	3.81	5.32	8.56	8.17
Chewing Tobacco	0.90	1.61	2.41	3.16
Marijuana	5.19	6.84	10.39	10.04
Inhalants	3.85	3.31	1.74	2.39
Hallucinogens	0.34	1.01	1.07	1.16
Cocaine	0.48	0.96	1.37	1.38
Stimulants	0.77	0.71	2.17	1.56
Sedatives	4.53	5.35	5.13	7.92
Opiates	0.21	0.17	0.40	0.47
Ecstasy	0.71	0.70	0.78	0.67
Any Drug	11.00	12.40	15.24	15.86

Table 6. Percentage of Students With Heavy Use of Alcohol and Cigarettes

Drug Used	Grade 9 State	Grade 10 State	Grade 11 State	Grade 12 State
Binge Drinking	6.77	9.28	13.40	14.76
Pack of Cigarettes per Day	0.25	0.20	0.55	0.79

Table 7. Percentage of Students With Antisocial Behavior in the Past Year

Behavior	Grade 9 State	Grade 10 State	Grade 11 State	Grade 12 State
Suspended from School	12.86	8.55	8.28	6.99
Drunk or High at School	8.56	11.37	14.82	15.83
Sold Illegal Drugs	3.08	4.29	6.88	6.88
Stolen a Vehicle	3.43	4.37	2.35	2.82
Been Arrested	6.70	6.47	7.18	7.41
Attacked to Harm	11.39	11.94	11.85	11.22
Carried a Handgun	4.42	3.97	3.89	4.24
Handgun to School	0.37	0.72	0.50	0.93

Table 8. Percentage of Students Reporting Risk

Risk Factor	Grade 9 State	Grade 10 State	Grade 11 State	Grade 12 State
Community Domain				
Low Neighborhood Attachment	33.83	36.85	40.13	39.15
Community Disorganization	28.52	35.38	36.79	38.84
Transitions & Mobility	38.90	65.39	44.76	40.84
Laws & Norms Favor Drug Use	18.29	21.86	15.20	12.71
Perceived Availability of Drugs	28.14	34.61	37.40	40.38
Perceived Availability of Handguns	44.62	26.57	31.12	34.79
Family Domain				
Poor Family Management	27.12	31.21	26.99	36.50
Family Conflict	33.59	39.34	33.82	35.15
Family History of Antisocial Behavior	26.11	28.69	30.08	27.84
Parent Attitudes Favorable to ASB	32.78	36.79	39.84	34.19
Parent Attitudes Favor Drug Use	12.77	16.96	22.62	16.75
School Domain				
Academic Failure	38.89	38.05	40.18	38.04
Low Commitment to School	44.28	36.89	39.76	39.65
Peer-Individual Domain				
Rebelliousness	35.75	37.13	39.43	34.86
Early Initiation of ASB	30.51	30.12	32.79	31.25
Early Initiation of Drug Use	17.90	16.89	21.83	19.63
Attitudes Favorable to ASB	28.18	35.29	38.25	36.12
Attitudes Favorable to Drug Use	16.81	16.10	16.04	15.64
Intention to Use ATODs	14.39	16.38	14.07	12.02
Perceived Risk of Drug Use	23.25	16.83	21.40	23.63
Interaction with Antisocial Peers	41.90	41.08	44.26	41.58
Friend's Use of Drugs	17.51	19.93	22.95	17.45
Sensation Seeking	62.91	55.51	55.27	55.33
Rewards for ASB	25.16	21.87	24.08	32.77
Depressive Symptoms	44.26	45.67	44.06	37.96
Gang Involvement	12.31	11.57	12.68	10.74

Table 9. Percentage of Students Reporting Protection

Protective Factor	Grade 9 State	Grade 10 State	Grade 11 State	Grade 12 State
Community Domain				
Opportunities for Prosocial Involvement	71.94	75.02	73.71	73.31
Rewards for Prosocial Involvement	56.08	65.32	65.40	63.72
Family Domain				
Family Attachment	64.16	59.03	60.53	68.91
Family Opportunities for Prosocial Involvement	69.26	65.01	66.01	63.97
Family Rewards for Prosocial Involvement	71.22	66.23	65.41	64.11
School Domain				
Opportunities for Prosocial Involvement	60.04	71.04	75.02	69.58
Rewards for Prosocial Involvement	57.47	64.69	66.60	52.33
Peer-Individual Domain				
Religiosity	80.36	75.92	72.40	88.10
Social Skills	71.97	72.68	69.31	77.17
Belief in the Moral Order	77.62	75.28	74.08	63.31

Contacts for Prevention

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(801) 538-3939
<http://hsdsa.utah.gov>

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250 East 500 South
Salt Lake City, Utah 84111
(801) 538-7583

Utah Department of Health

Heather Borski
Tobacco Prevention and Control Program
P.O. Box 142106
Salt Lake City, UT 84114-2106
(801) 538-6120

CSAP's WesternCAPT

Western Regional Center for the Advancement of Prevention Technology
Noreen Hammond Heid, M.P.A.
Utah Coordinator
noreen@haaga.com
Utah Coordinator
668 So. 600 East
Salt Lake City, UT 84145-0500
(801) 532-6001
<http://www.unr.edu/Westcapt>

CSAP Decision Support System

<http://www.PrevTech/preventiondss.org>

Prevention Online

<http://www.health.org>

Safe and Drug-Free Schools and Communities

U.S. Department of Education
Office of Elementary and Secondary Education
400 Maryland Ave., SW
Washington, DC 20202
202-260-2812
<http://www.ed.gov/offices/OESE/SDFS/>

Center for Substance Abuse Prevention

<http://www.samsha.gov/centers/csap/csap.html>

Monitoring the Future

Survey Research Center
1355 Institute for Social Research
P.O. Box 1248
Ann Arbor, MI 48106
<http://monitoringthefuture.org>

National Survey on Drug Use and Health

<http://www.samhsa.gov/centers/clearinghouse/clearinghouses.html>

Bach Harrison L.L.C.

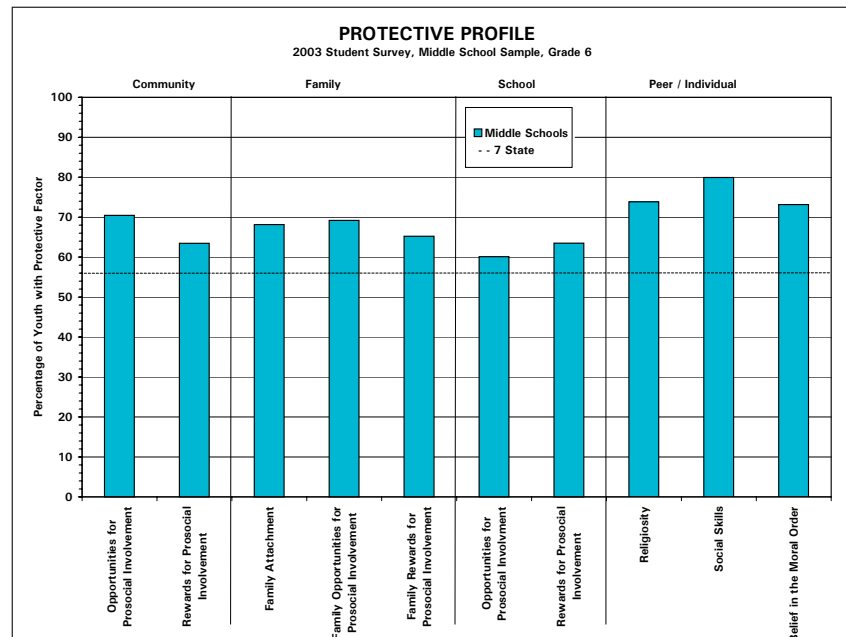
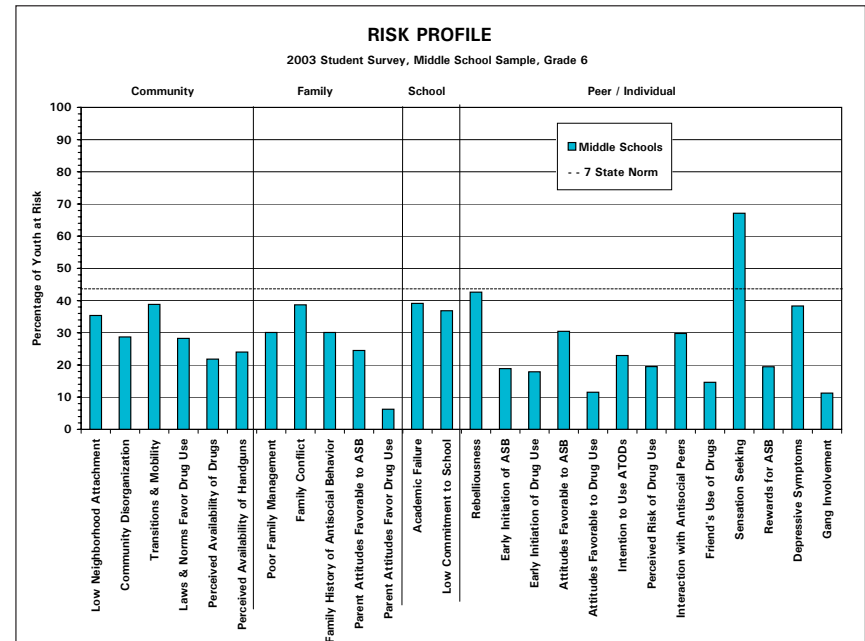
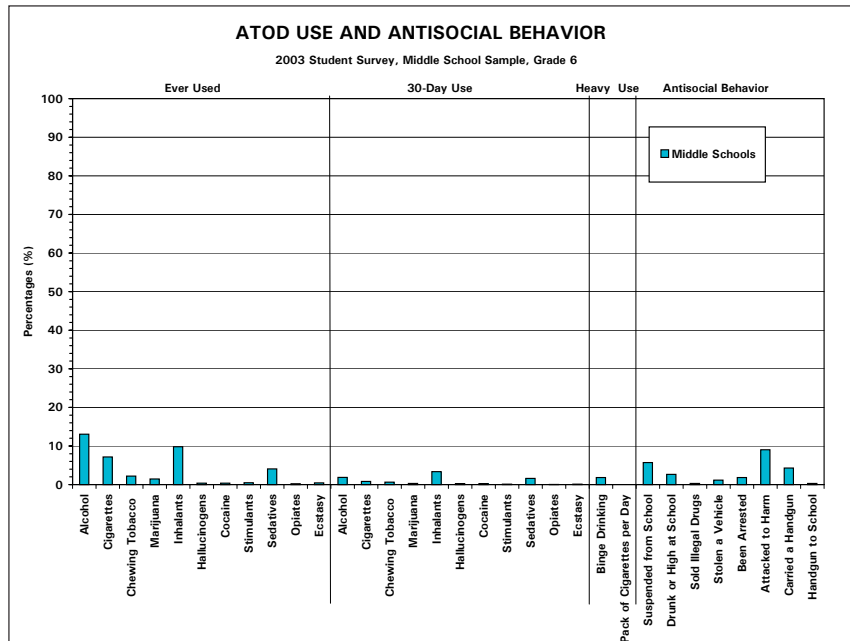
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This Report Was Prepared for the State of Utah, by Bach Harrison L.L.C.

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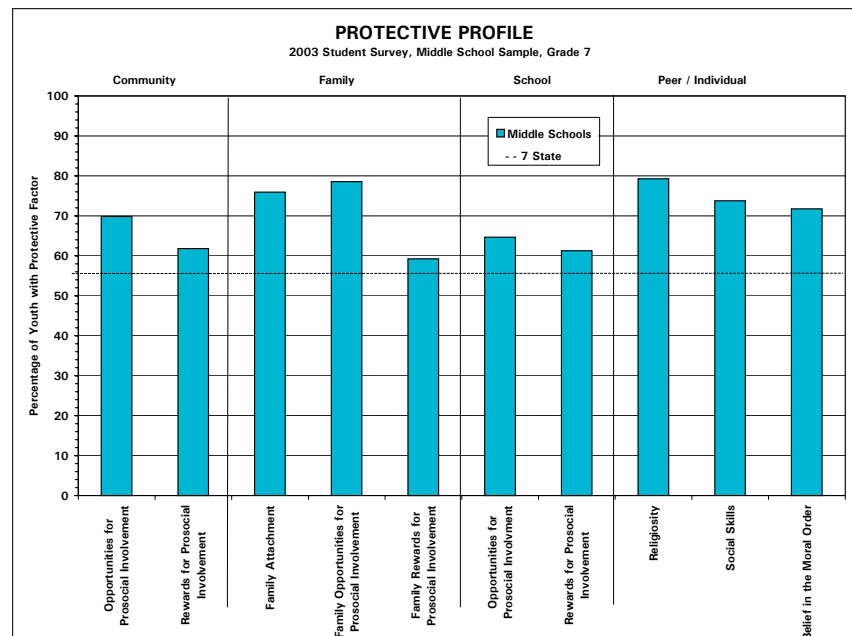
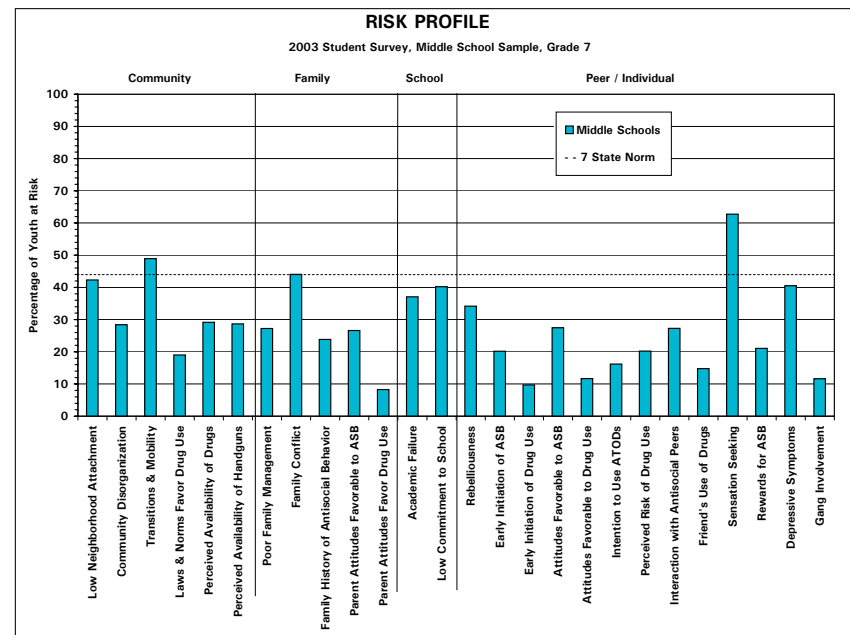
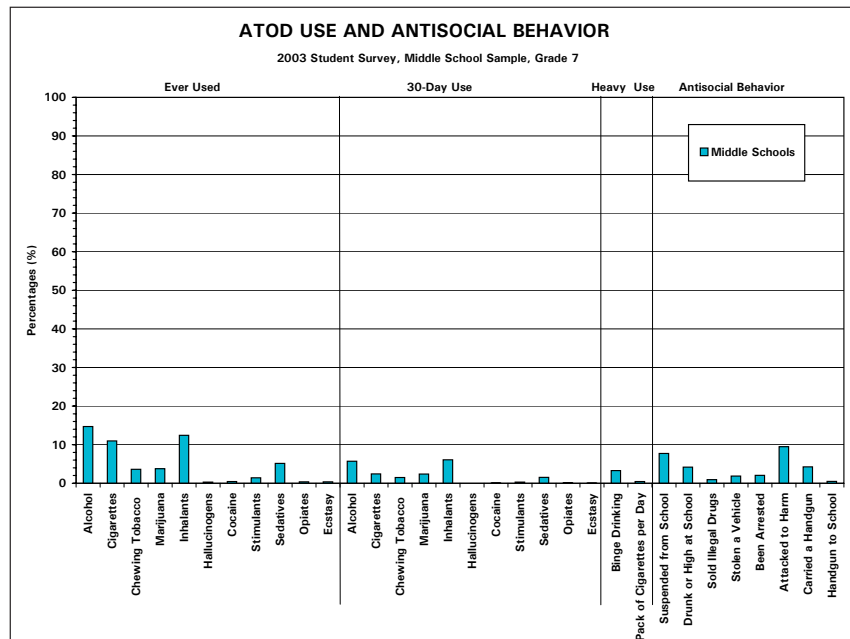
6th Grade

Utah Middle School Profile Report Charts



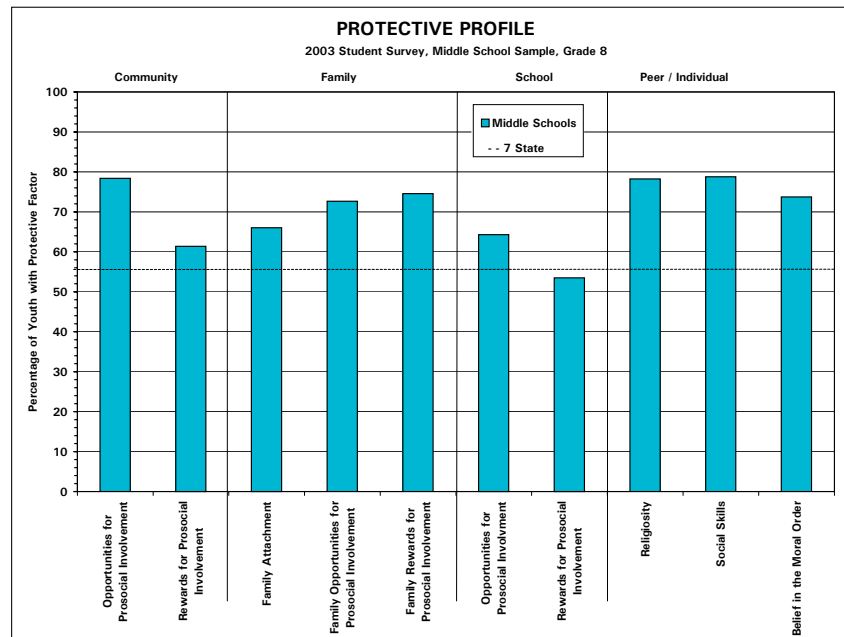
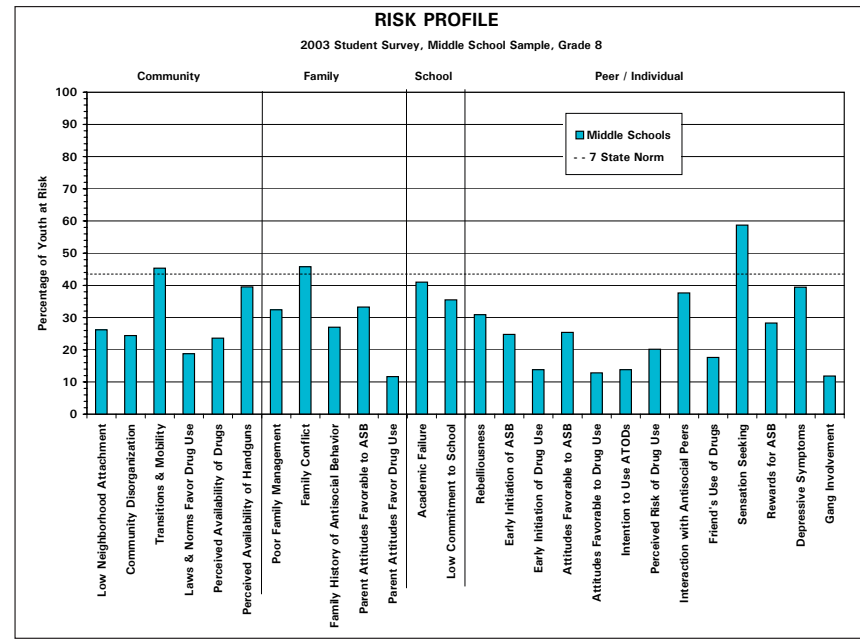
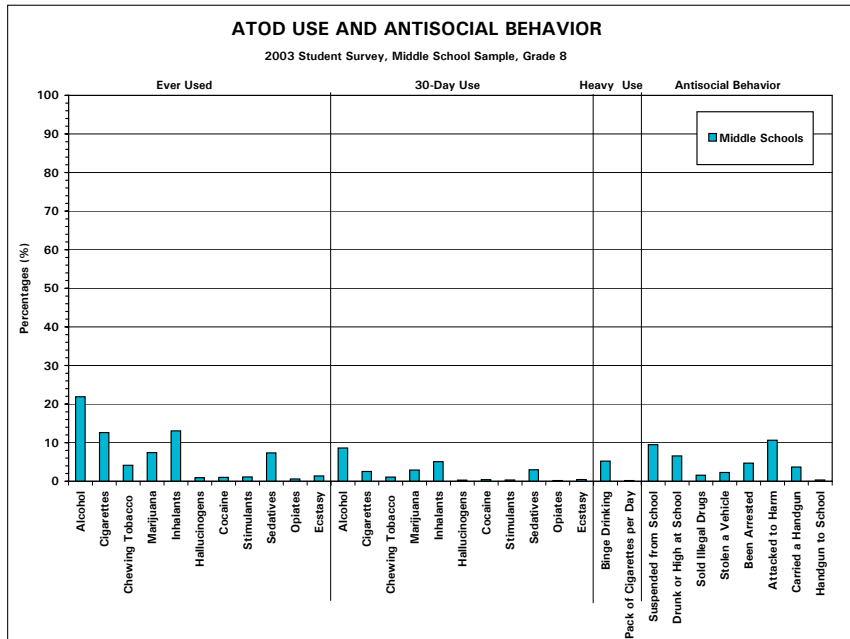
7th Grade

Utah Middle School Profile Report Charts



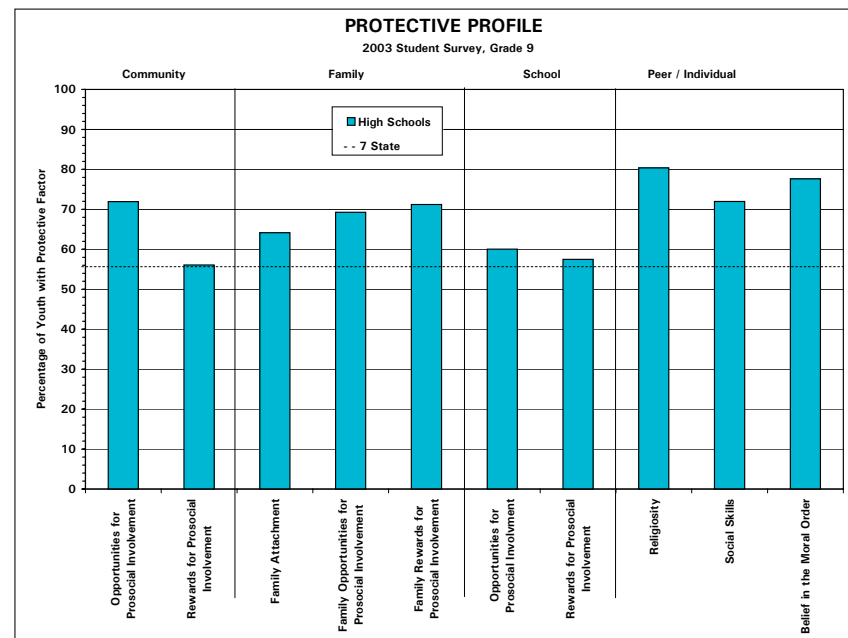
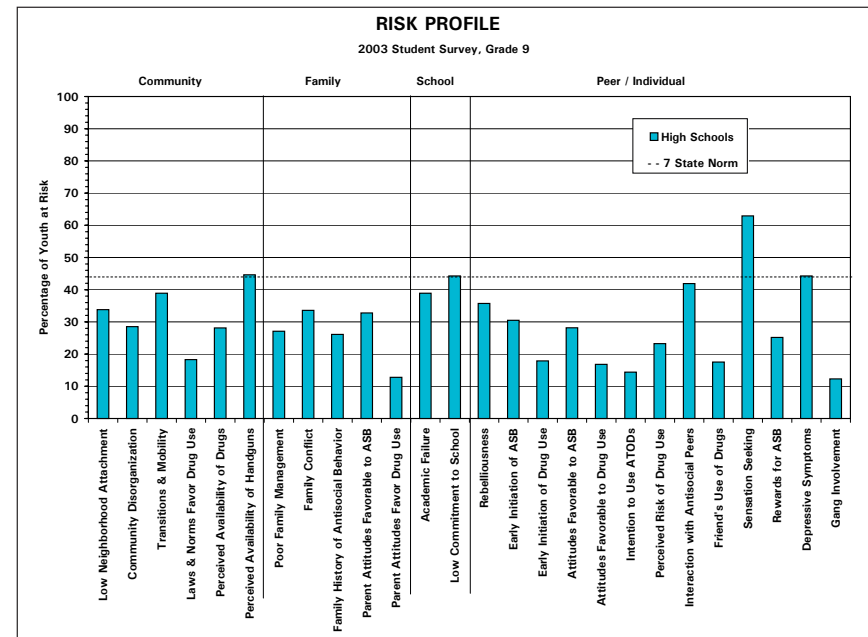
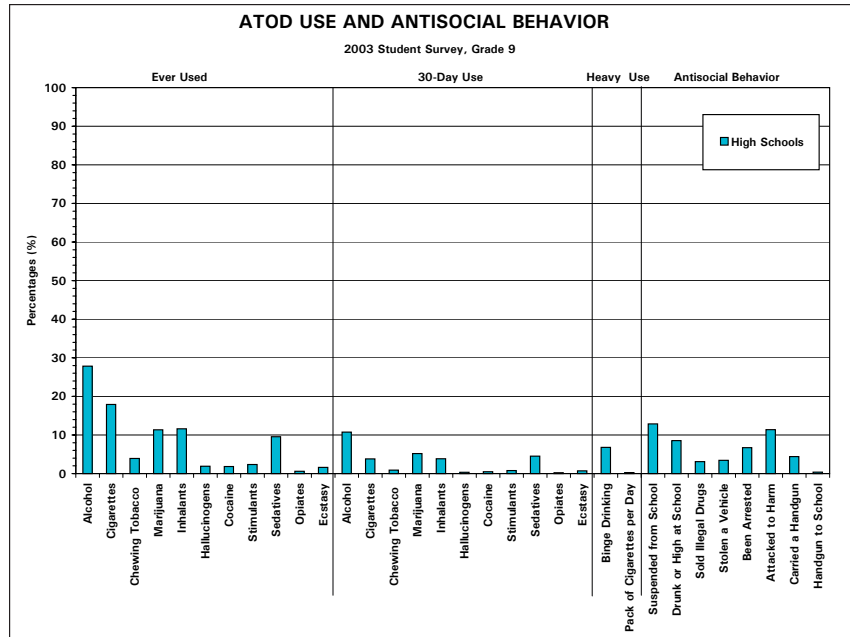
8th Grade

Utah Middle School Profile Report Charts



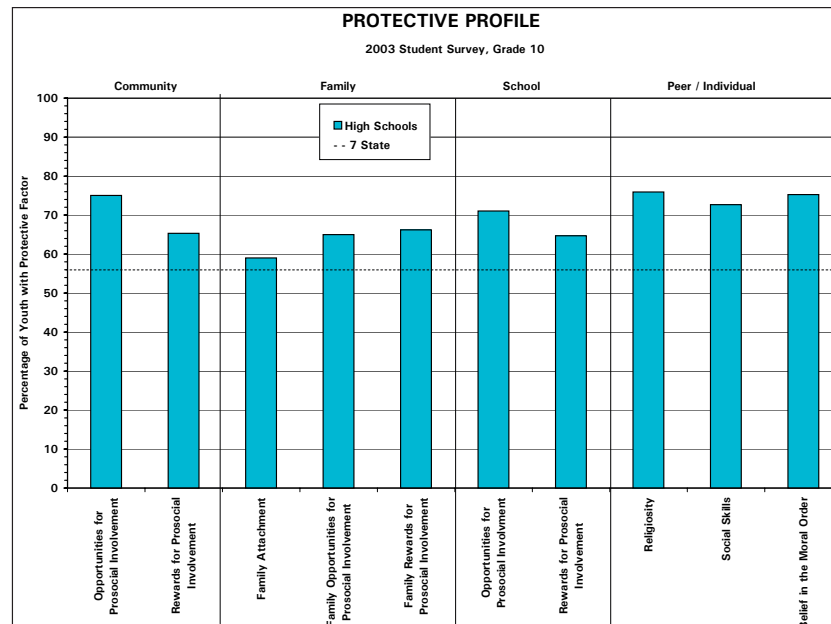
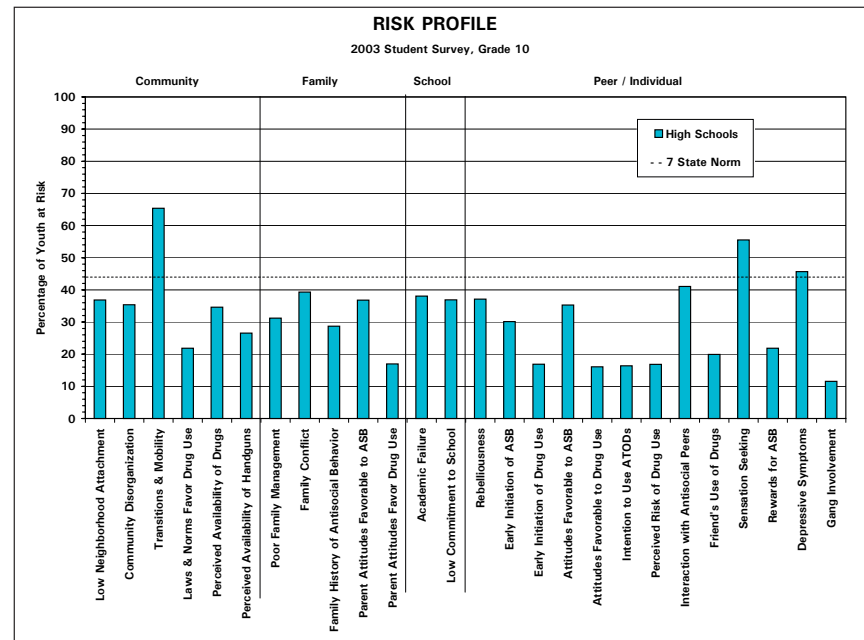
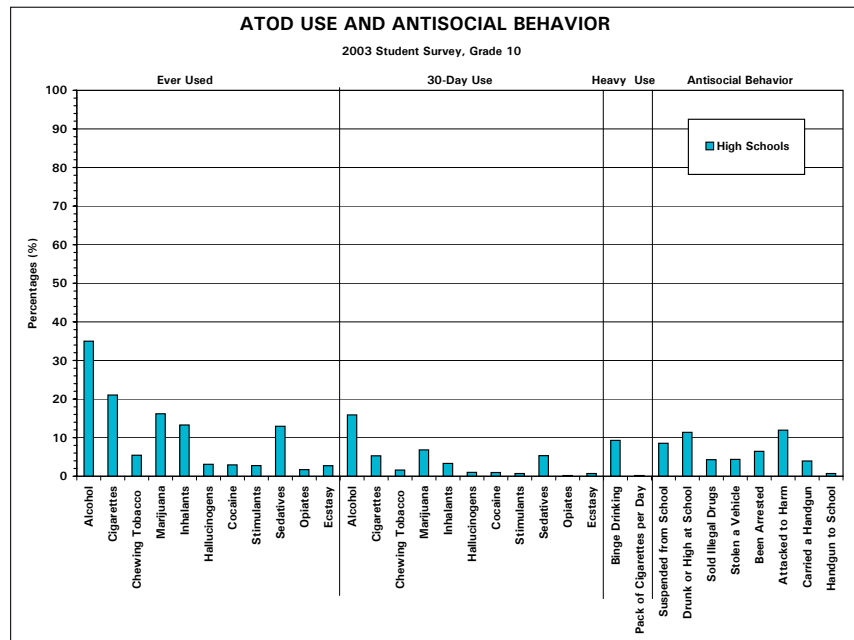
9th Grade

Utah High School Profile Report Charts



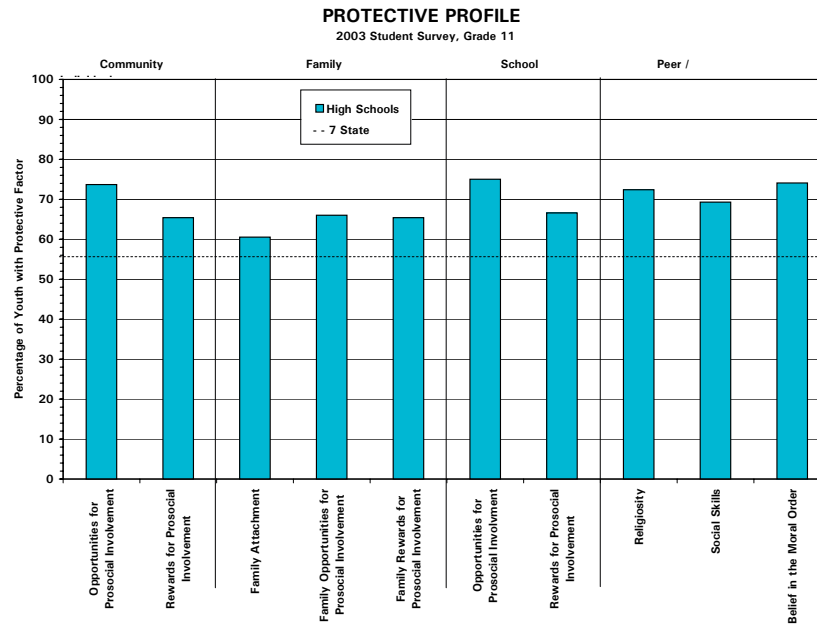
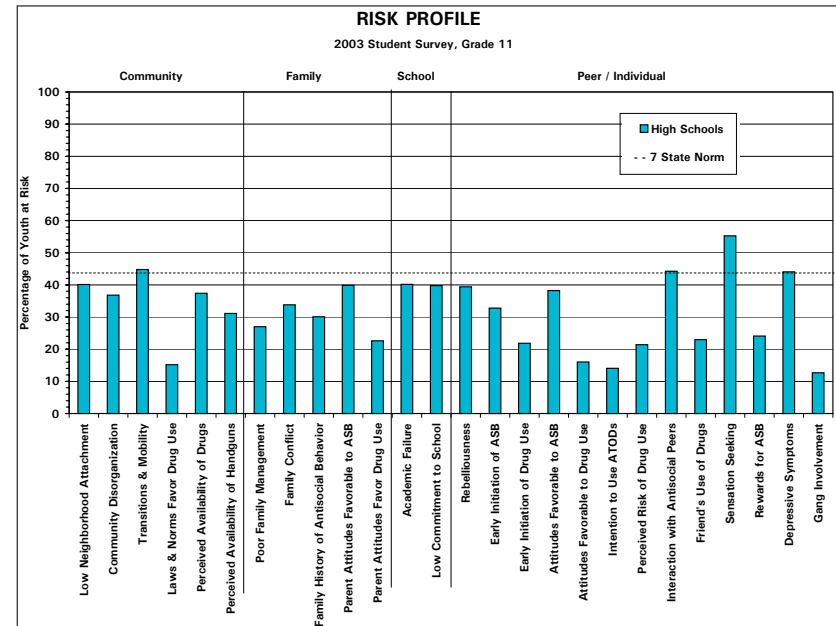
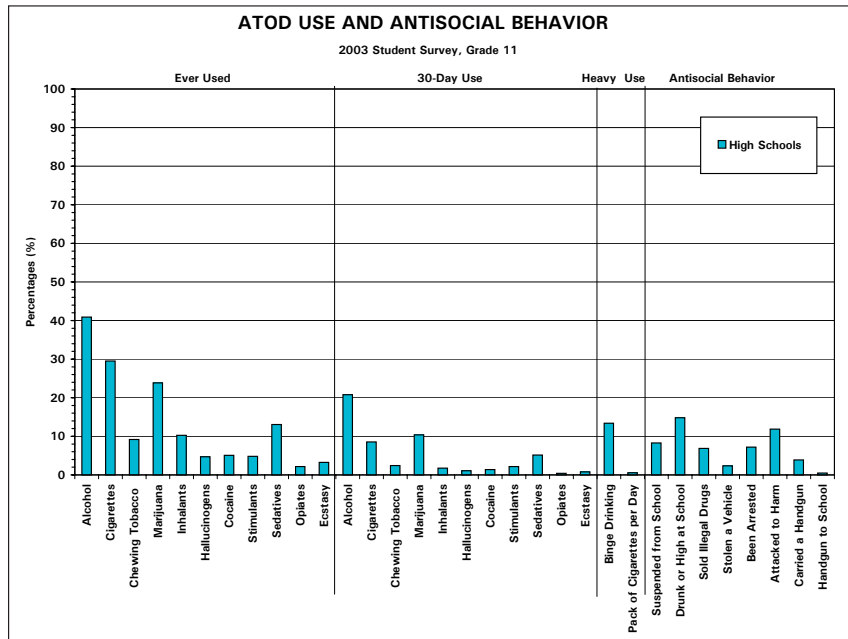
10th Grade

Utah High School Profile Report Charts



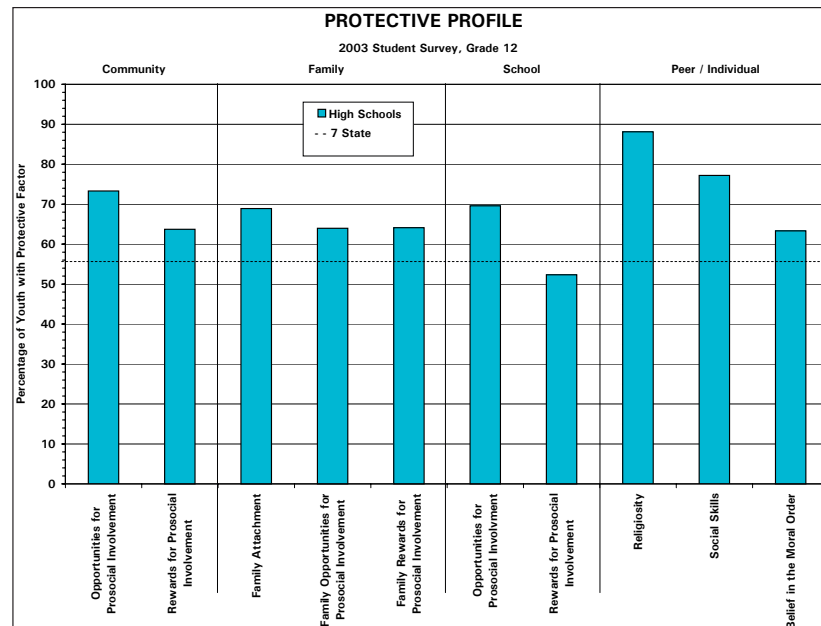
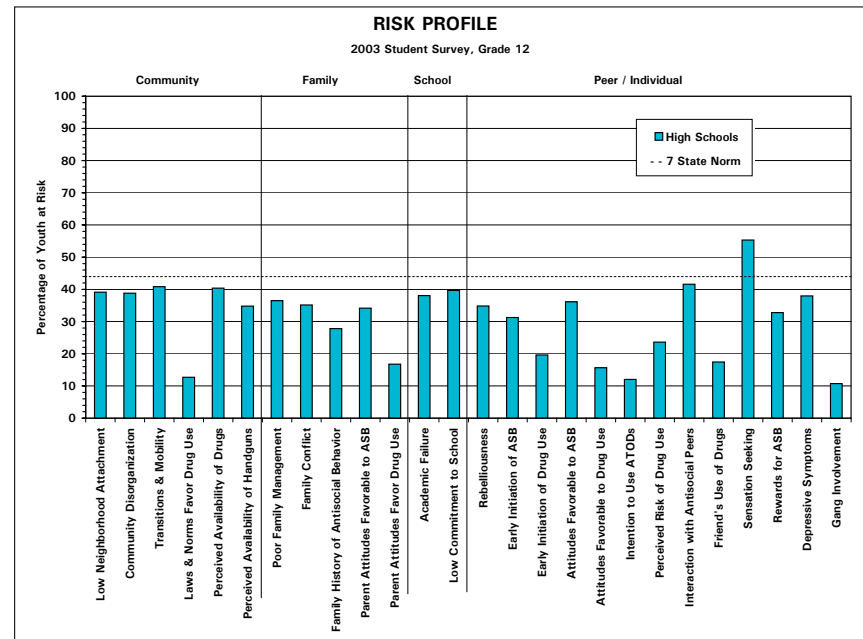
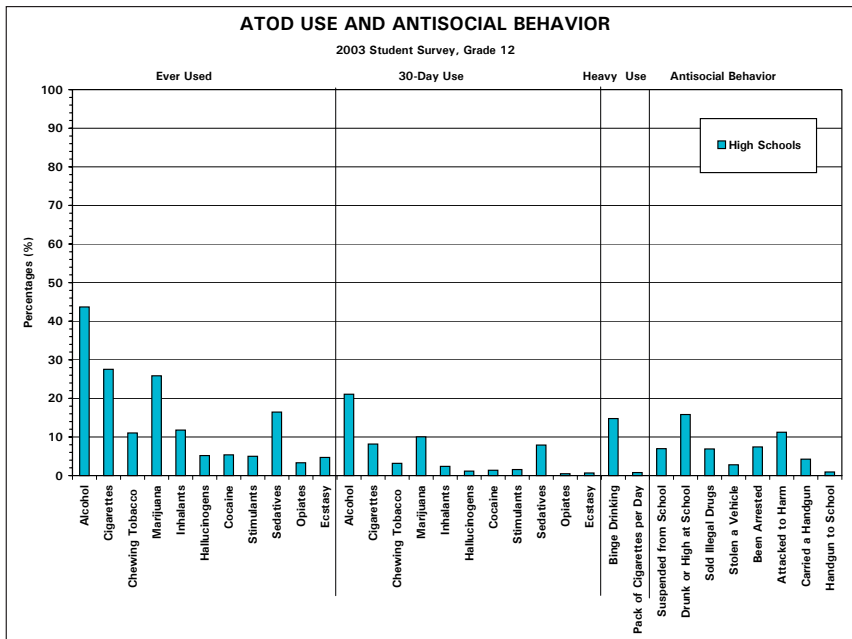
11th Grade

Utah High School Profile Report Charts



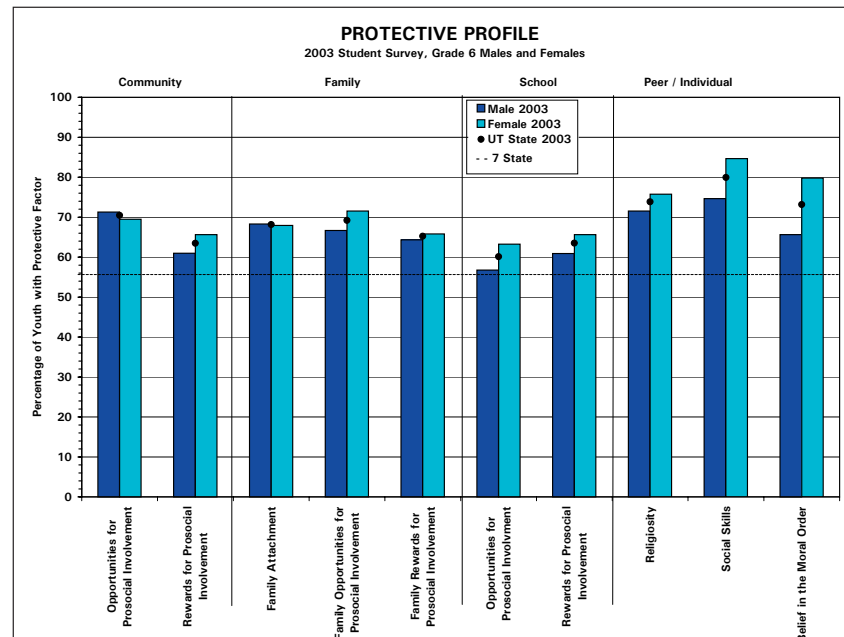
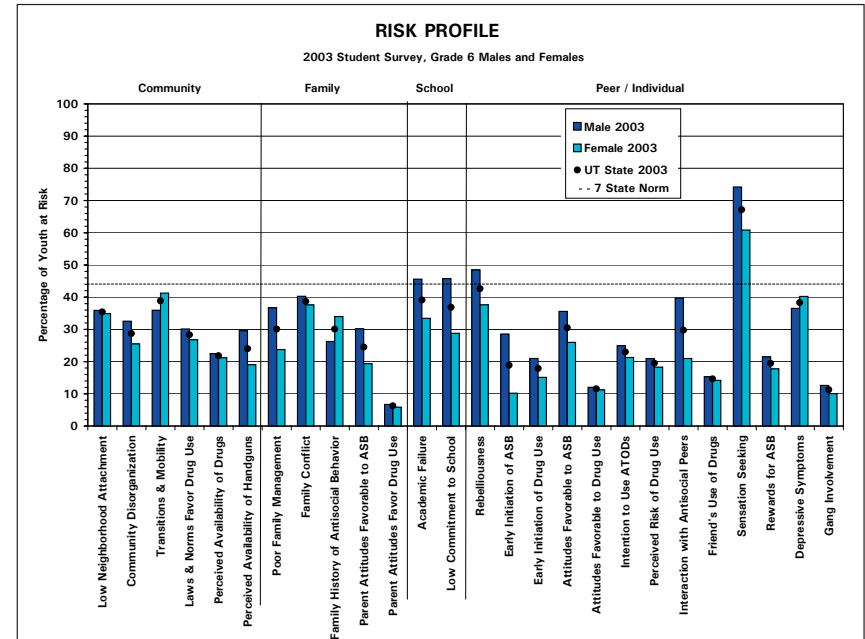
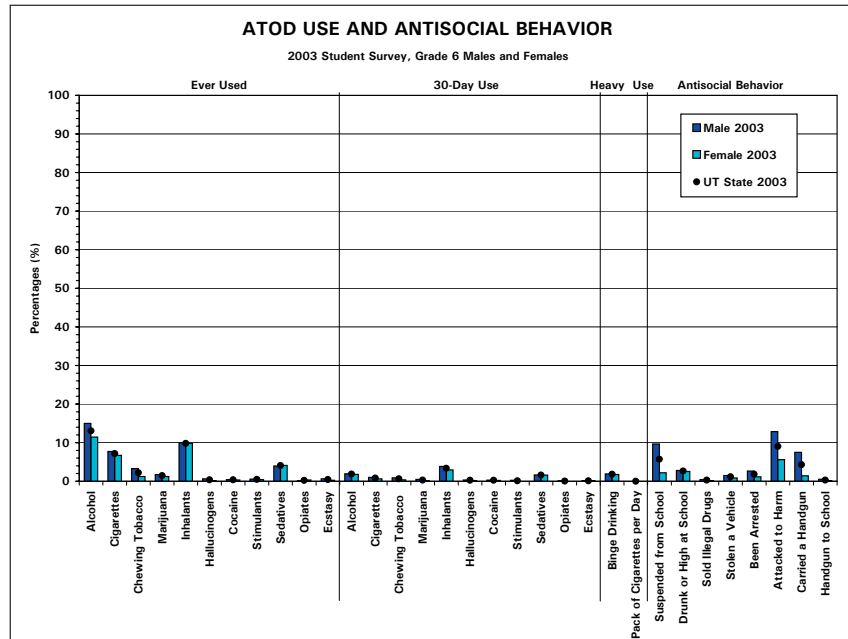
12th Grade

Utah High School Profile Report Charts



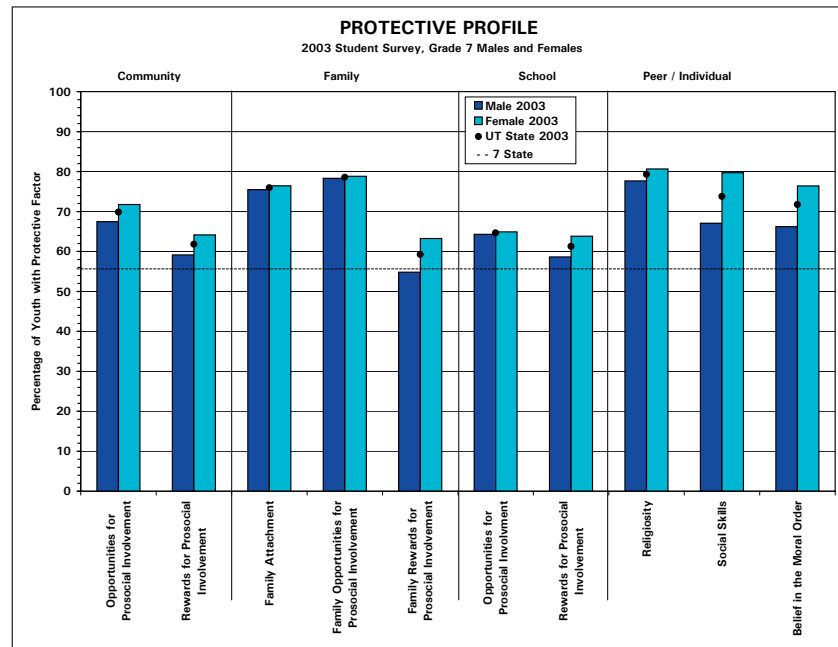
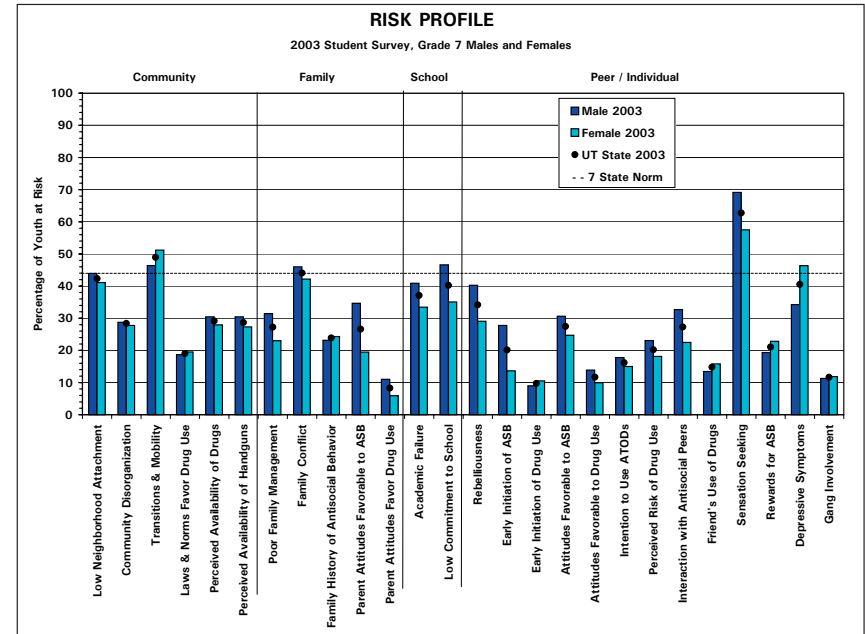
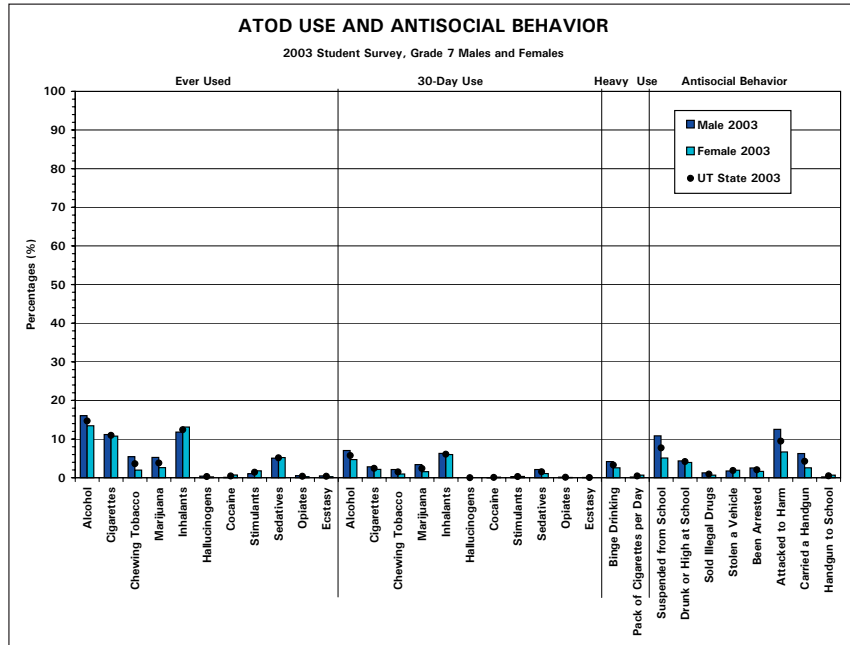
6th Grade

Utah Male and Female Profile Report Charts

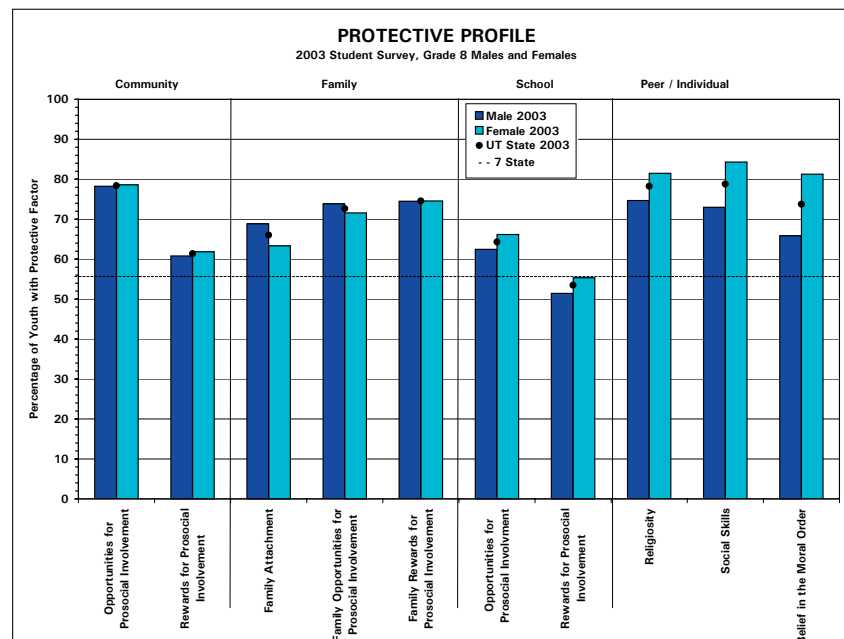
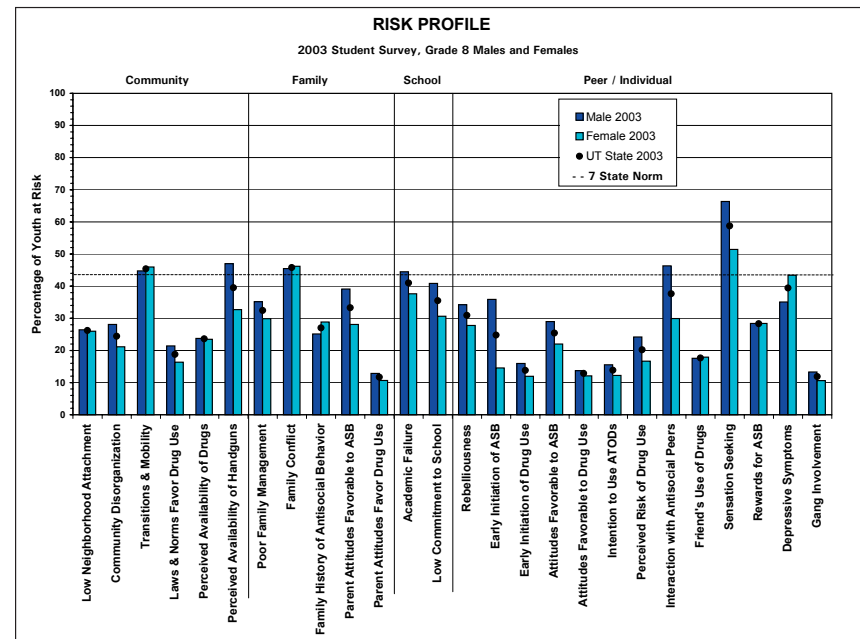
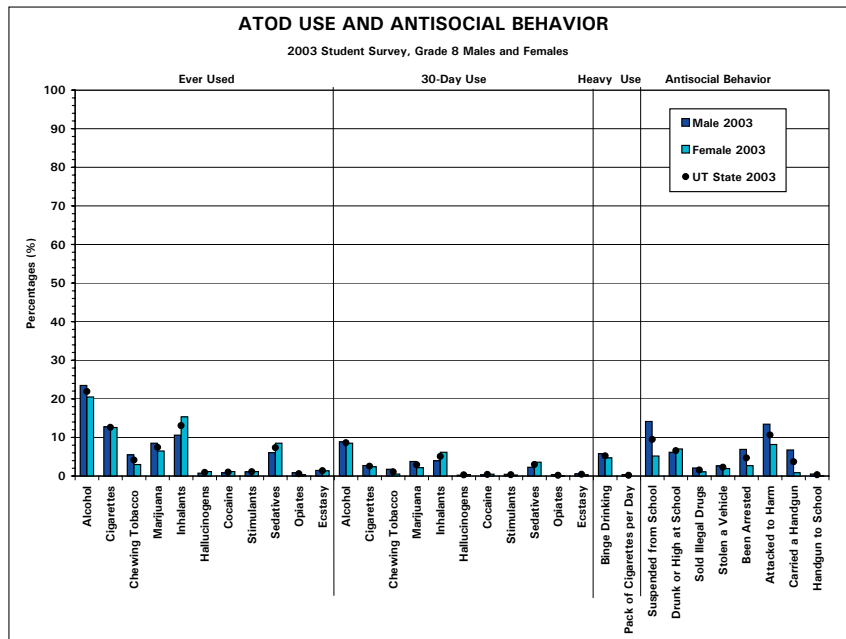


7th Grade

Utah Male and Female Profile Report Charts

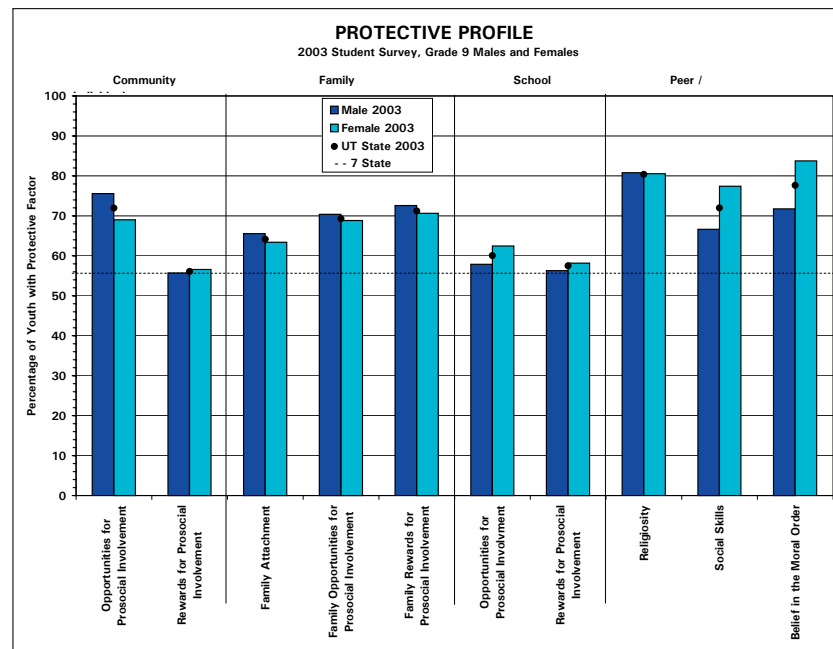
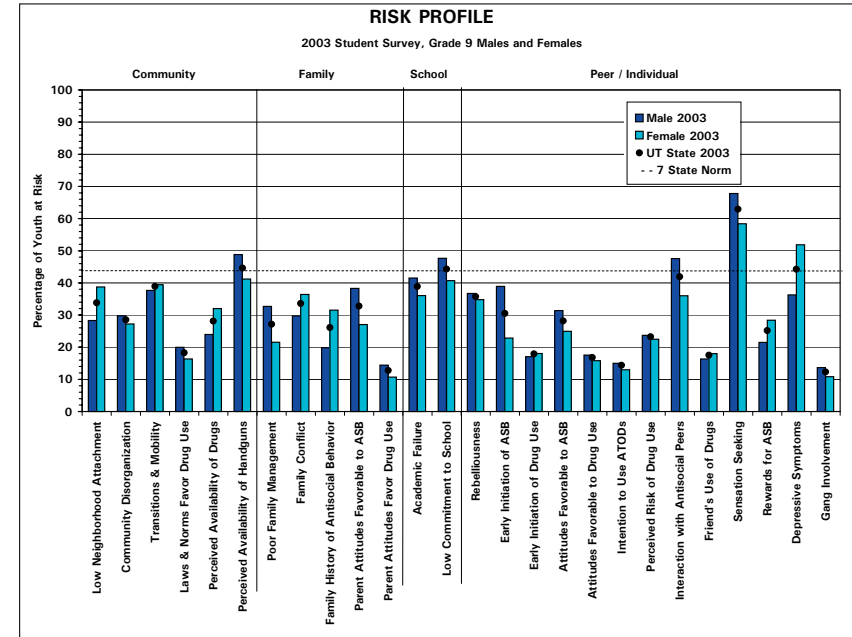
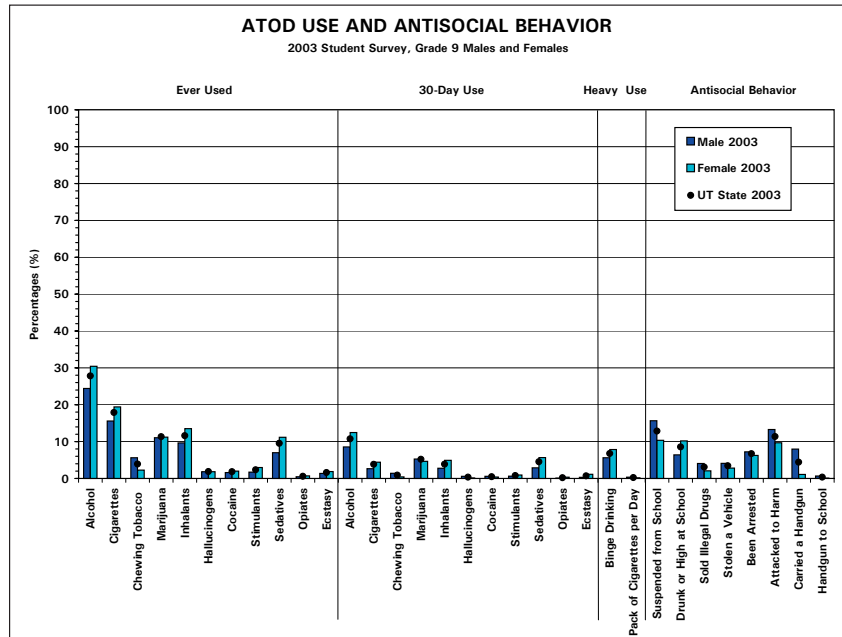


8th Grade Utah Male and Female Profile Report Charts

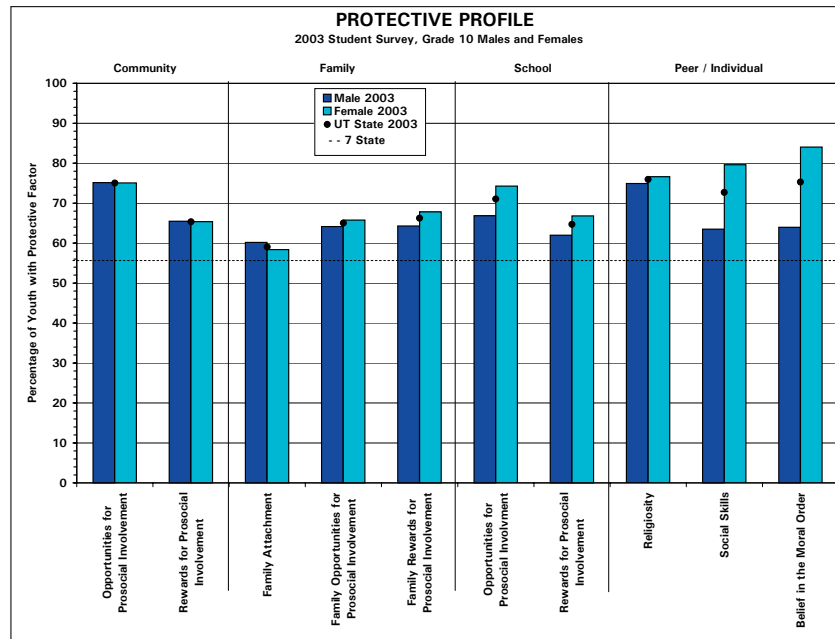
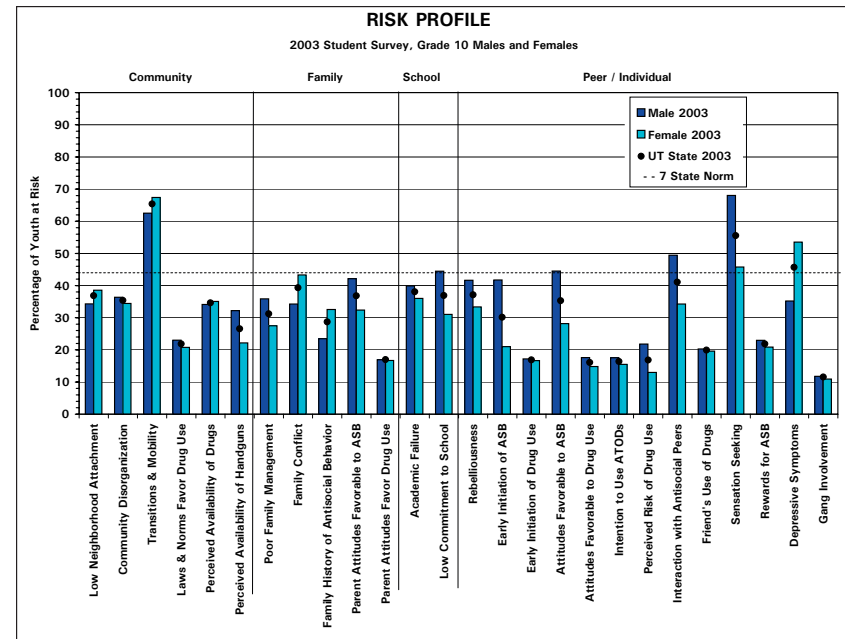
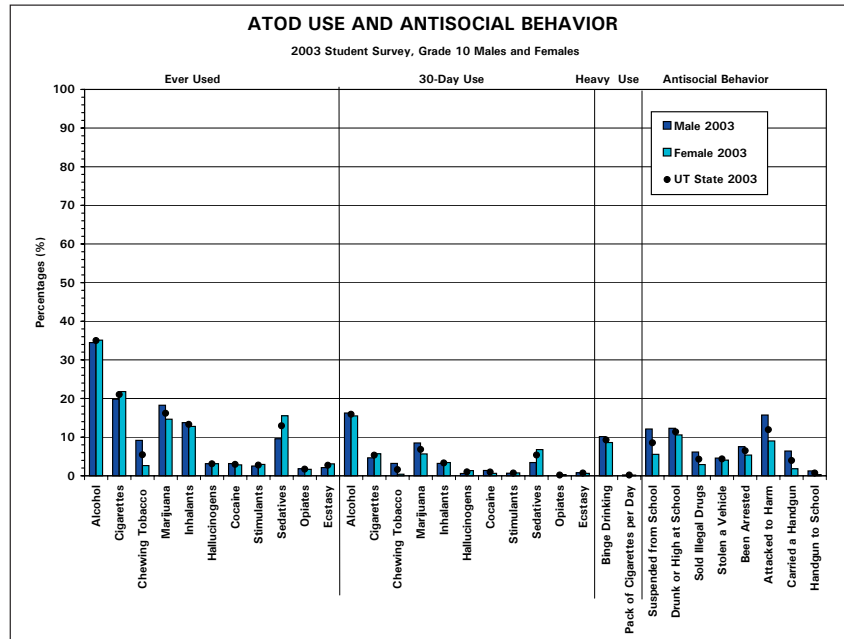


9th Grade

Utah Male and Female Profile Report Charts

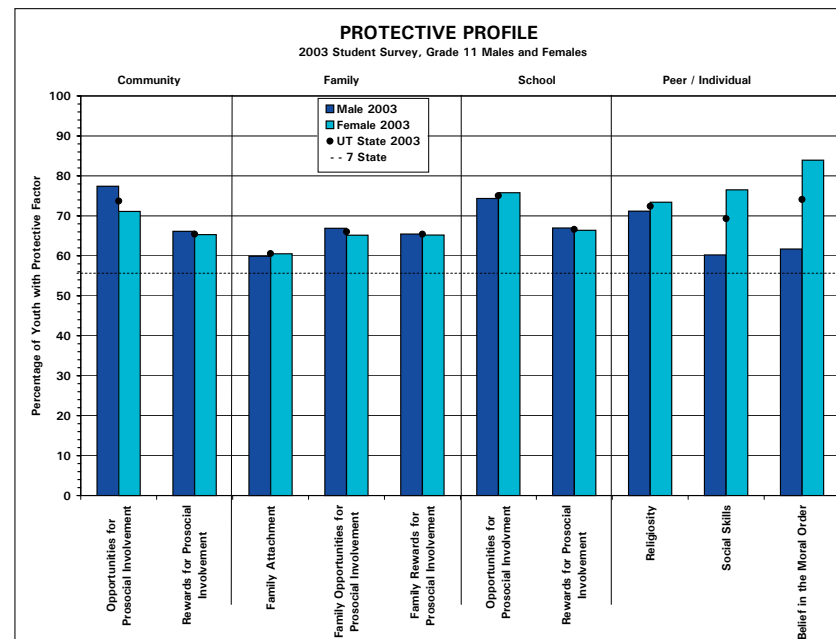
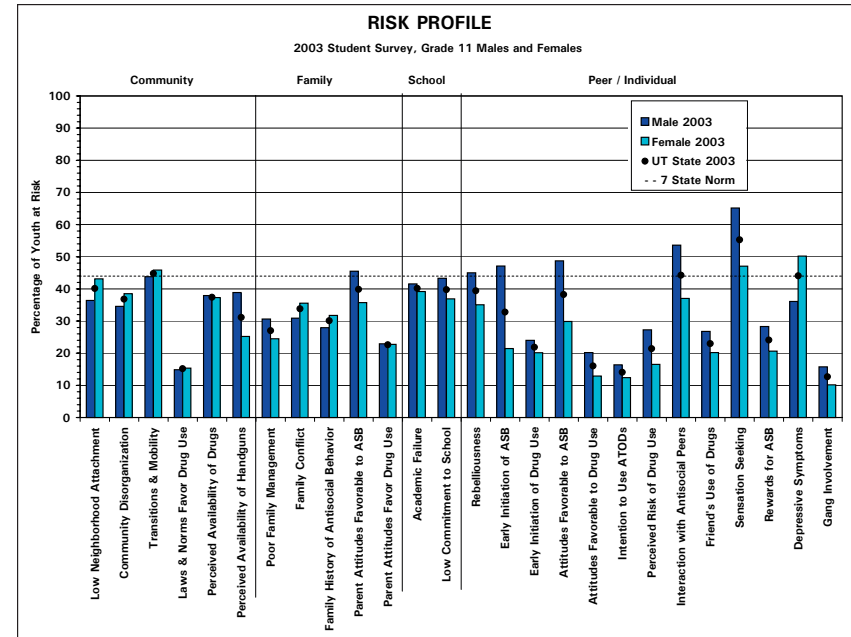
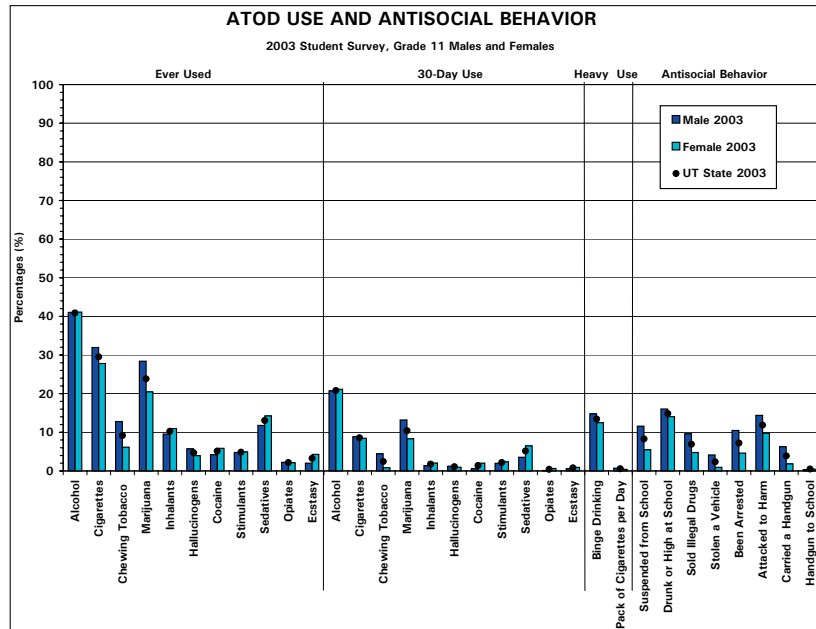


10th Grade Utah Male and Female Profile Report Charts



11th Grade

Utah Male and Female Profile Report Charts



12th Grade

Utah Male and Female Profile Report Charts

